

Sierra

EDUCATIONAL NEWS



Mariposa County High School (see Pages 27-30) is a representative California free public secondary school, in the famous Mother Lode country of the Sierra Nevada Mountains, a land filled with memories of the early Spanish explorers, the great pathfinder John C. Fremont, the Argonauts and the Fortyniners, who came for gold and founded a Commonwealth.

There are 38,000 copies of this issue MAY 1943
CALIFORNIA TEACHERS ASSOCIATION

Ever talk to a sailor about his mother?



DID YOU ever help a soldier write a letter to his girl? Did you ever listen to a sailor tell about his mother and his "old man," and his kid brother and how they plan to clear that twenty acres of Oregon river land when this war is over?

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Sure, the boys want to meet and play with the lovely American girls in your town. But there are moments when they would much rather talk to you, Dad, and to you, Mother, about problems and thoughts that are close to their hearts. The things a fellow can't talk about to a pretty girl, or to a top sergeant.

What are you doing next Monday

night? Phone your U S O club now and volunteer to help out then, or some other evening next week, and every week. Chances are, they are looking for people just like you.

IN WAR, AS IN PEACE advertising is a means of communication

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This advertisement is an example of one Wartime use of advertising. You have seen other examples — the war bond drive, the scrap collection, the grease and fats drive.

And in the very pages of this publication, the humbler, everyday function of advertising brings wartime news of the food, clothing, shelter you may want and seek today.

Prepared for Sierra Educational News by men whose business is communication through advertising. Pacific Advertising Association.

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SIERRA EDUCATIONAL NEWS

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27-30. Plate courtesy of the school.

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BETTER NUTRITION

NUTRITION IS OUR BUSINESS

Robert H. Prather, Head, Biology Department, Madera Union High School

IN THE heart of the fertile San Joaquin Valley lies the city of Madera, population 8,000. Serving the city and surrounding country is the Madera Union High School, enrollment (pre-war) over 900.

Every nerve and sinew of most of the men, women, and children in the county is strained toward producing larger and larger quotas of agricultural products. So when the subject of nutrition is brought up in our community, our thoughts naturally turn to production of food. And produce it we do; beef, pork, raisins, truck crops, peaches, apricots, grain, and others, too numerous to mention.

Where does the high school enter into the picture? Has it established a school Victory Garden? No, it hasn't. As the result of a survey (see chart) it was found that 89% of the students had vegetable gardens in their families back yards. If the students were to work at the school garden they must neglect their garden at home. So, we have no school garden.

That left 11% of the students with no gardens, which percentage could easily find enough fresh vegetables in the markets. 77% of these people had gardens last year, which shows that the community early realized the necessity of producing their own food.

That the schools had an influence in getting these gardens planted is shown by the 28% of the students who said that they were directly influenced and encouraged by a teacher in planting. The indirect effect of the other facets of the school campaign on the community can not be determined, but must loom large.

72% of the school families have some kind of livestock or small stock that they use for food. Chickens led the list with rabbits, hogs, and cattle following in that order. Almost all of the 72% had chickens, which

means that a large number of them had eggs for their own use.

Besides producing their own food, the students help produce food for others. During the harvest-season last year, 91% of the students helped harvest crops. Some labor was not too efficient, but the large majority of it was highly skilled and very satisfactory.

In addition to encouraging the students to raise food, the elementary and high schools of Madera County teach them how to use it properly. The 7th and 8th grades of the elementary school study nutrition extensively. In high school all of the sophomores taking compulsory biology study the proper use of foods. Nutrition experiments with white mice, chemical tests for foods, as well as figuring out the correct intake of calories, vitamins and minerals in the daily diet, are some of the ways nutrition is taught. Many of the girls also get valuable additional instruction from their cooking classes.

Nutrition occupies the thinking of many of the departments of the high school during the daylight hours and often into the night. Following are some of the ways that we are trying



Two high school students and their hydroponic tomatoes

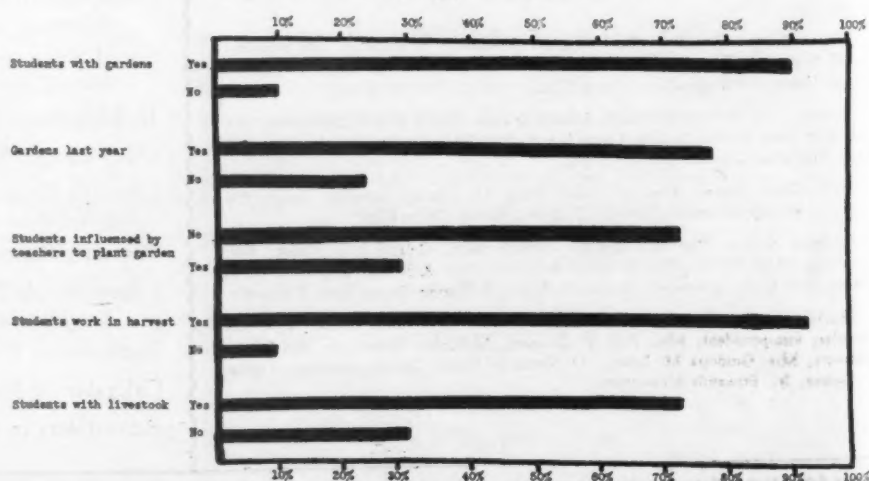
to encourage a greater production of food as well as its wise use:

1. *Projects.* The agriculture department requires that all its boys raise scientifically a field crop or some livestock. The biology department allows a vegetable garden or small stock for a required project.

2. *Added Classes.* Several adult evening-classes have been added. The agriculture department now offers a course in vegetable production as well as in poultry production. Well-attended classes in farm mechanics, where farmers make and repair all types of equipment, and in farm carpentry are offered. In the latter course many townspeople are constructing backyard poultry and rabbit equipment.

3. *Work in Fields.* During last harvest-season school was discontinued for 3 weeks to allow students to work in the crops. A

A Survey of Student Work in Agriculture



"200 Club" was formed by the women's physical education teachers of students that could pick 200 pounds of cotton a day (no mean task!). In the tomato fields, where I was working, often the only crew working was made up of school-children. Some students earned over \$100 in the 3-week period. We had no problem of housing, as all of the students lived on ranches or in town already and school buses were used for transportation. This year school will not open until at least one month late.

4. *Demonstration Garden.* A demonstration garden is maintained by students in the biology department.

5. *Production of Plants.* Young plants for setting out in the victory gardens are being raised to give away by several boys in the biology classes. Some eggplant and pepper plants are being raised, as well as seven thousand tomato plants of 5 varieties. They are doing this as a project.

6. *Hydroponics.* Growing plants without soil in a chemical solution in the greenhouse, gives the students valuable training in the use of soils and fertilizers and the physiology of a plant. It also gives delicious tomatoes out of season! The advanced biology classes are running this project.

7. *Public Schools Week.* Last year a Victory Garden Fair was held during this time. The students brought in produce and livestock that was judged, and prizes (donated by merchants) were given. It is planned to repeat again this year and in addition demonstrate home-canning methods and small-stock equipment.

8. *Plant Experiments.* Advanced classes in biology are experimenting with root-producing hormones to insure faster root growth and have endeavored to change certain hereditary factors of a plant by the use of the drug colchicine.

9. *Nutrition Experiments.* The selective feeding of white mice has already been mentioned.

Madera is food-conscious, as is the rest of the world, and has done something about it. The schools have been the leaders in getting labor and in educating for better nutrition and the high individual production of food. That we have been successful is evidenced that there never has been a real shortage of butter, vegetables, meat or eggs in the stores.

The individual produces a good proportion of his own food and those who can't produce, find plenty of food in the markets. Many people are

shipping homegrown products to relatives in the city. We are fortunate to be situated so that we can produce so much food and we are looking forward to another campaign of "blisters, sweat, and smears."

* * *

Middle America

MIDDLE America Information Bureau has issued a 32-page bulletin of Background

Information on Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Cuba, Haiti, and Dominican Republic, in the interests of fostering public understanding of the importance of the ten Middle American Republics to the United States.

The Bureau (Marion Gobiet, director) is conducted by United Fruit Company, 9 Rockefeller Plaza, New York City. California teachers may obtain the bulletin gratis from this address.



"I'll say it's SCENIC TRAVEL!"

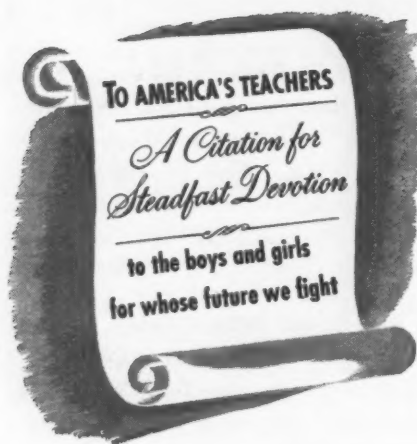
To a boy on leave, home's the most beautiful place on earth

Young fellow with the service ribbons and the ditty-bag full of trinkets from Tripoli...you've earned your leave! Carrying you home is the most heart-warming of Greyhound's many wartime jobs.

But it's only a small fraction of Greyhound's present-day service to America. This same boy in navy-blue took his first trip to examination center by bus...his dad takes the bus every day to the bomber plant...his sister rides Greyhound to the school she teaches. *More people go by bus direct to war plants, military camps, shipyards, air fields, navy bases, farm centers than by any other public transportation.*

Teachers and all others who travel this year can greatly aid transportation by planning their trips *before or after* the mid-summer rush—by going on mid-week days—by taking as little baggage as possible. *This way you'll help Greyhound to help America.*

GREYHOUND



Teachers wear no glamorous uniforms as they perform their services for the nation. No spotlight of wartime fervor seeks them out.

But they, too, are a "task force." Theirs is a distinguished service, without which these United States could not march forward. The teachers' role in the surge toward new and brighter horizons is of immeasurable importance.

Great Northern Railway, which so often has been travel host to America's teachers, salutes them for devotion to duty.

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California Boys State

AMERICAN Legion Department of California, Leon Happell, Commander, has issued an attractive 8-page illustrated announcement concerning 7th annual session of California Boys State to be held **June 16-23** at Grant Union High School, North Sacramento.

Lawrence E. Price is president; address 117 Veterans Building, San Francisco. James K. Fisk, Department Adjutant, is secretary; same address. Ralph W. Mitchell is camp director; Route 2, Marysville.

American Legion has accomplished a magnificent constructive work in citizenship training through the California Boys State. The Department deserves highest praise for this great forward-looking enterprise.

The Legion declares the purpose of California Boys State: "To preserve democracy at home while our Armed Forces are saving it on the frontiers."

Latin America

LATIN-America and Hemisphere Solidarity, by Downes, Singer and Becker, an important up-to-date high-school text, is issued by D. C. Heath and Company, 285 Columbus Avenue, Boston.

It enables teachers to give their classes a brief summary of essential material on Latin-America prepared expressly for high-school use, a 4- to 6-week unit-of-study complete in itself, yet capable of expansion for classes with more than a few weeks at their disposal.

This book offers an overall view of Latin-American culture and economy, and an unbiased, completely objective interpretation of hemisphere relations and hemisphere solidarity—a synthesis never before provided in a high-school text and one that is much needed in our schools today. Price \$1.40.

* * *

Health and Safety

HARCOURT, Brace and Company, publishers, with home office at 383 Madison Avenue, New York City, have issued a fine big high-school text of 600 pages, *Your Health and Safety*, by Jessie Williams Clemensen of Alexander Hamilton high school, Los Angeles, and William Ralph LaPorte, professor of physical education and chairman of the division of health and physical education,

University of Southern California, Los Angeles.

The active goal of this admirable book is better living for students right now. It is a truly functional health course including both health and safety. Unusual reading interest characterizes the text.

Two entire units are devoted to mental hygiene. Narcotics, tobacco, and alcohol are presented through facts scientifically established. The drawings and diagrams, clear and simple, are real teaching devices.

The section on safety in wartime contains the latest recommendations on air-raid precautions and fire-control. There are also three large chapters on nutrition. Price \$1.96.



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America Speaking

Scott, Foresman and Company, with California representatives in Los Angeles, Palo Alto, and Berkeley, and home offices at 623 South Wabash Avenue, Chicago, have issued *America Speaking*, a big book of 480 pages, an anthology of choice passages from American literature, voicing the American spirit, traditions, and ideals.

While most of the selections are from writers of today, judicious selections have also been made from past literature which interprets our American ideals in terms that young people can understand. Thus we find Emerson, Lowell, Whittier, and Whitman, with Stephen V. Benet, Maxwell Anderson, Vincent Sheean, and Dorothy Thompson.

The authors are Olga Perschbacher and Dorothy Wilde, with graphic impressions by Howard Mueller. Price \$1.60.

* * *

Bibliography of Economic and Social Study Materials, March, 1943, is the spring edition of the semi-annual catalog (of literature and audio-visual materials) issued by National Association of Manufacturers, 14 West 49th Street, New York City; Henry E. Abt is director of the group cooperation department. This 32-page pamphlet is of great practical value to all teachers in these fields.

* * *

Song of the Seabees

DEDICATED to the Seabees, construction and fighting men of the United States Navy, *The Song of the Seabees*, lyric by Sam M. Lewis and music by Peter De Rose, is printed in color by Robbins Music Corporation, 799 Seventh Avenue, New York City, for complimentary distribution by Bureau of Yards and Docks, United States Navy, Room 1305 Navy Building, Washington, D. C.

The Seabees build the advance and mobile bases of the United States Navy throughout the world. They are also trained fighters and they defend what they build.

League College This Summer

LEAGUE COLLEGE offered under joint auspices of Indiana University and National League of Teachers Association will be held at Bloomington, Indiana, July 1-12, 1943. The 18th annual session is developed around the theme, Education for a Post-War World.

Two semester hours of credit are possible and a fee of \$50 covers tuition, room and board. The League College program is open to everyone, but those not affiliated with the association are required to pay an additional fee of \$5.

Further information may be obtained from the president of the League, Helen F. Holt, 1543-B Santa Clara Avenue, Alameda.



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Thanks for your cooperation.

S·P

The Friendly Southern Pacific

Turn Off the Sunshine

Review by Edward H. Hurlbut

WHEN you come across that title on the bookstands, buy it forthwith and turn ON the sunshine. For this is about the sprightliest, blithest collection of short stories in a decade.

The book is by Timothy C. Turner, Los Angeles newspaperman. The stories all are placed in and around Los Angeles. In plot structure, in characterization, in action narrative and in completely satisfying climax, you can see the springs of the O. Henry mechanism at work.

But there is no imitation here. Mr. Turner, with a clear, fresh viewpoint, has brought living characters to us, salted with genuine humor and at times with gentle irony.

"The Movie Director Who Went Nuts," the lead-off story, alone justifies the price. But don't miss "The Press Agent Who Reformed the Town."

Caxton Printers, Ltd., Caldwell, Idaho; price \$2.50.

* * *

Elizabeth Cameron Bent, native daughter of California; former faculty member, San Jose State College; and curriculum coordinator, Watsonville schools, is living in Philadelphia and earning her doctoral degree at University of Pennsylvania. Since April, 1942, Mrs. Bent has served in the capacity of elementary editor for John C. Winston Company, nationally-known publishers of school texts, whose home offices are in Philadelphia.

* * *

Benj. H. Sanborn & Co., Educational Publishers, 221 East 20th Street, Chicago, have issued *On to Adventure*, the 6th grade book in *Golden Road to Reading Series*, basal readers for the middle grades. The three co-authors are nationally known California school women, — Helen Heffernan, chief, division of elementary education, California State Department of Education, co-author of children's books and national authority on reading for elementary grades; Wilhelmina Harper, librarian, Redwood City Public Library, author and compiler of many well-known books and stories for children; Gretchen Wulfin, supervisor of elementary education, Public Schools, Oakland, authority on language and reading.

On to Adventure comprises 440 pages, delightfully illustrated; price \$1.20; there are teachers manuals for each grade.

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EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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MAY 1943

NUMBER 5

CTA ANNUAL MEETING

DIGEST* OF ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, SAN FRANCISCO, APRIL 10, 1943

Roy W. Cloud

ANNUAL meeting of California Teachers Association was called to order in accordance by President John F. Brady, Palace Hotel, April 10, 1943, at 11 a.m. The meeting opened with the Pledge of Allegiance led by Vice-president Mary Virginia Morris.

The Secretary stated that a number of city and county superintendents were present, having been sent by their Sections to attend the meeting. Miss Morris moved that these guests be given the privilege of the floor for the day, seconded and carried.

President Brady stated that California School Supervisors Association had applied for affiliation with CTA, that a check of their membership records fulfilled requirements of the By-laws for such affiliation and the Board of Directors recommended to the State Council that they become an affiliated organization. Mr. Price moved, seconded by Mr. Bachrodt, that the California School Supervisors Association be affiliated with a regular representative on the State Council. Motion carried.

Minutes of the December 5, 1942, meeting, as sent to the members, were approved.

The State Executive Secretary's report appears elsewhere in this issue.

President Brady then called for reports of Committees. Louise Beyer Gridley,

**Complete minutes, with committee reports in full, may be obtained by addressing CTA State Headquarters, 155 Sansome Street, San Francisco.*

chairman of the Retirement Committee, reported as follows:

LAST April the State Council adopted a retirement outline proposed by the Retirement Committee. At the December 5 meeting it approved changes suggested by the Retirement Committee and authorized the Board of Directors to proceed with the drafting of a bill when the proposed changes had been outlined and approved by the Retirement Committee.

After many consultations with members of the Committee and the actuary, an outline was sent to the entire membership of the Committee, as well as to all State Council members.

The outline was approved by the Committee and A.B. 1107 was drafted and then presented to the Legislature by Don Field and endorsed by the Interim Committee of the Assembly.

On February 20 the Retirement Committee met in San Francisco. The committee recommended endorsement of S.B. 52 and also of S.B. 147, which had already been passed by the Senate, permitting retired teachers to return to active service without sacrificing their retirement rights. The Committee also recommended favorable action on S.B. 382, which was designed

to protect the retirement rights of those teachers who entered military service.

The Committee then devoted the remainder of the meeting to discussion of various items in A.B. 1107 and explanations by the representative, Mr. England of Coates and Herfurth. It was moved and carried that the bill be referred to the Legislative Committee for their favorable action and support. This Committee endorsed the bill and assumed it as one of its primary considerations.

On April 1 it was presented to the Education Committee of the Assembly. An amendment, to increase the retirement salary of the retired teachers to \$70 a month for four years and then to \$75, was proposed but later withdrawn. A second amendment, to make the plan optional with a maximum contribution of \$90 a year from each teacher, was defeated. A motion to send the bill to the Ways and Means Committee with a Do Pass recommendation carried by a 17-0 vote.

On Monday, April 12, it will be up for consideration by the Ways and Means Committee.

It has been well started on its way, but much work still must be done. It must appear before the Ways and Means Committee, the Assembly, the Senate Education Committee, the Senate Finance Committee, the Senate, and the Governor, with favorable action from each, before the work of the Committee and the State Council for a sound retirement system is brought to a successful conclusion.

President Brady accepted the report as a report of progress.

Miss Edna Maguire, chairman of the Tenure Committee, stated that the Committee had no report.

Walter T. Helms, chairman of the Legis-

R. Byron Huxtable of Los Angeles (left) and Leland M. Pryor of Pasadena (right) are the two new members of CTA Board of Directors.



lative Committee, asked Mr. Cloud, State Executive Secretary, to tell the status of some of the bills at Sacramento. Mr. Cloud explained about the bills in which CTA is most interested and gave their present standing at the Legislature, and also explained a number of bills which were requested by members of the Council. Mr. Helms then moved that the action of the Legislative Committee at its meeting of February 20¹ be approved. This motion was seconded by Miss Morris and carried.

Dr. Samuel Cortez, chairman of the Junior College Problems Committee, reported for his Committee. He stated that the report was divided into several parts, and he would call for action on each section of the report. The Junior College Committee considered the question of acceleration of students and approved the following:

Junior College Problems

1. That qualified students be permitted to accelerate their progress whenever such acceleration would be of benefit to the student and, in view of war conditions, of benefit to the nation.

Dr. Cortez moved adoption of the recommendation. On putting the vote, President Brady declared a division and called for a standing vote, whereupon there were 39 Yes votes and 37 No votes. President Brady declared the recommendation adopted.

Dr. Cortez then moved, since the high school represents the completion of an integral part of our public school program and is necessary for advancement in many professions, that acceleration when permitted be of a form that will enable the student to receive his high school diploma. The motion was seconded and carried.

Dr. Cortez then moved that accelerated high school students, when qualified, be permitted to take college work while they are completing high school graduation requirements. Motion was seconded and carried.

The Committee also recommends that the State Council endorse the recommendations of the California Committee for the Study of Education on "acceleration of students for the emergency." Dr. Cortez moved the adoption of the recommendation, which motion was seconded and carried.

Dr. Cortez moved that the State Council support A.B. 1601 in its present form, with the understanding that if it becomes politically expedient an amendment may be made which will make the bill applicable to the 13th and 14th grades only. The motion was seconded and carried.

The luncheon period having arrived, the Council adjourned to attend Committee meetings, to reconvene at 1:45 p.m.

AT 1:45 President Brady called the Council to order and stated that the first order of business was the election of a Board of Directors of 9 and of delegates to the

1. 2-page mimeograph detailed report available at CTA headquarters on request.

National Education Association Delegate Assembly.

Bay Section nominated for Board of Directors, John F. Brady and Walter T. Helms. North Coast Section nominated W. A. Chessall.

Northern Section nominated R. E. Everett. Central Section nominated Raymond Kendall. Central Coast Section nominated Robert L. Bird.

Southern Section nominated Leland Pryor, Harold Seal, and R. B. Huxtable.

Board of Directors

Mr. Landis moved that the Secretary be instructed to cast the unanimous ballot of the Council for the members nominated. Mr. Snyder seconded the motion which carried unanimously. The Secretary then cast the unanimous ballot of the Council for

John F. Brady	R. E. Everett
Walter T. Helms	Leland Pryor
W. A. Chessall	Harold Seal
Raymond Kendall	R. B. Huxtable
Robert L. Bird	

The President then called for nominations for NEA delegates. The Bay Section nominated

Robert J. White
Irene Snow
Vernon J. Stoltz
(alternate — Annis M. Ostrander)
Walter D. Forbes
(alternate — O. I. Schmaelzle)
Mrs. Grace S. Rowe
Dr. Rex H. Turner
Mrs. Sydney Millberry
(alternate — Barney J. Davis)
John MacDonald
(alternate — Carl O. Baker)

The North Coast Section nominated Frank Williams

The Central Coast Section nominated Miss Mary Zmudowski
Miss Viola Meints

Mr. Corey moved that the unanimous ballot of the Council be cast for the delegates so nominated, and that the President and Secretary be empowered to appoint as delegates those nominated by the remaining sections at meetings to be held later in the Spring. The motion was seconded by Mr. MacQuiddy and carried.

Student-Teacher Group

President Brady then introduced the members of the Executive Board of the California Student Teachers Association who were present:

Chico State College — Lucille McDonald.
College of the Pacific — Muerl Walter.
Fresno State College — Grant Erickson.
Humboldt State College — Zorka Stemberger.
La Verne College — Euline Bruesch.
San Diego State College — Vera Cruse.
San Francisco State College — Mrs. Lorraine White.
San Jose State College — Elma Pierini.
Santa Barbara State College — James Bramham, Joseph Deverian.

University of California, Berkeley — Evelyn McGlade.
University of California, Los Angeles — Tom Papich.
University of Southern California — Margery Ann Braden.

Adult Education

Warren P. Dayton, Chairman of the Adult Education Committee, asked Dr. Yockey of Oakland to present a recommendation.

Dr. Yockey explained the difficulty which was being experienced in the granting of adult education certificates and Dr. Yockey moved that there be a return to the former practice of certification of teachers in the adult education field upon the recommendation of the local school district. The motion was seconded but after considerable discussion was withdrawn. Mr. Dayton stated that the report of the Committee would be submitted in writing, which report is as follows:

THE Committee on Adult Education considered and placed emphasis upon the following matters affecting the program of Adult Education now and after the war:

1. That the establishment and maintenance of discussion groups and forums be given every encouragement during these times of national crisis. A well-informed public on problems of war and peace and the democratic principles of our way of life is fundamental to a successful approach to the postwar reconstruction.

2. It was suggested that Adult School administrators be asked to aid in the establishment of a state-wide committee to give the problems of forums and discussion groups thorough study.

3. It was again emphasized that it would be expedient in these times for the State Department to relax some of the requirements for Adult Education credentials, leaving the selection and evaluation of instructors largely to the local school administrators.

4. That those engaged in Adult Education be encouraged to cooperate with the State Department of Education, Division of Rehabilitation, in developing an adequate program of rehabilitation education for those who are returning disabled from the armed forces.

5. The Committee emphasized the importance of postwar education for adults to meet the needs of restraining and readjustment problems. It was pointed out that if the schools do not

At the organization meeting of the new CTA Board of Directors, April 10, John F. Brady was elected President; Walter T. Helms was elected Vice-President; and Roy W. Cloud was elected Secretary-Treasurer for a four-year term.

meet these issues with a solution, other agencies will arrive to take them over. It is time now to set the pattern for post-war adult education.

6. A resolution was passed asking the CTA Board of Directors to grant the Committee on Adult Education sufficient time hereafter to carry on their study and deliberations prior to the report to the Council.

Roy Simpson, chairman of the Committee on Certification, reported as follows:

Certification

A luncheon was held in French Parlor, Palace Hotel. Members of the Committee were present with Dr. Aubrey A. Douglass of the Department of Education as a guest; Miss Mary Frick acted as secretary.

The group discussed the problem of the Credential Department of the State Office. Dr. Douglass announced that beginning with July 1, funds had been provided to operate the staff more efficiently.

The question of the need for more teachers was discussed, as was the question of a more general resumption of County examinations. However, there seemed to be some question concerning the wisdom of such procedure.

By unanimous action, the Committee recommended that a bill be submitted to the Legislature which would authorize the Superintendent of Public Instruction to establish standards for the issuance of emergency credentials for the duration. Meeting adjourned.

Mr. Landis moved the adoption of the recommendation of the Committee that a bill be submitted to the Legislature which would authorize the Superintendent of Public Instruction to establish standards for the issuance of emergency credentials for the duration. The motion was seconded and carried.

Miss Norma Britton, chairman of the Committee on Childhood Education, presented the following report:

The Committee on Childhood Education requests that the State Council vote to instruct its members to see that letters asking support for A.B. 827 are sent from the local teachers association, and a few selected members of boards of trustees in the various Assembly districts to their respective Assemblymen and Senators. These letters should be sent within the coming week and should contain a brief comment on the bill—a bill to provide State support for kindergartens and make them an integral part of our California school system.

The list of persons sending letters can be enlarged at the discretion of teachers association representatives to include men's and women's civic and service clubs, labor unions, veterans organizations and others.

Miss Britton moved the support of the request of the Committee. The motion was seconded and carried.

John R. Williams, chairman of the Committee on Problems of the County Superintendents, gave the following report:

Your committee consisting of 14 County Superintendents of Schools met on Friday evening, April 9, at 6:30 p.m. We wish to make the following comments and recommendations.

We find that all matters heretofore recommended by the committee on the Problems of

County Superintendents of Schools are well taken care of in our Legislature and we wish to commend the officers and members of your Association for their whole-hearted support toward these measures. During the week of April 12, the following Constitutional Amendment will be introduced before the Legislature, coming first before the Senatorial Committee on Education:

"Notwithstanding any provision of this Constitution to the contrary, the Legislature shall provide, in such manner as it may prescribe, except the City and County of San Francisco and the County of Los Angeles, for the establishment of the qualifications, and for the fixing and source of the compensation, of county superintendents of schools and for such purposes may classify the counties of the State."

We urgently request your whole-hearted support of this measure and further ask that you instruct your officers, especially Mr. Roy W. Cloud, your Secretary, to do everything in his power to get this matter voted on satisfactorily by the Legislature so that it may be put upon the ballot as a Constitutional Amendment on which the people might vote at the next general election.

Mr. Williams moved the adoption of the report, which motion was seconded and carried.

Equal Opportunities

Cecilia O'Neil reported, as chairman of the Equal Opportunities Committee, the following:

Your Committee met with full attendance noted and the following guests: Docia Patchett, Santa Rosa; Mrs. Laurel Knezevich, Los Angeles; L. D. LaTourrette, Los Angeles.

Discussion of the problems affecting our youth and adults in war-industries, defense-plants, and harvest-fields, was most vital and interesting.

Mrs. Knezevich presented the picture of the Equal Rights Amendment A.C.A. 9 (Robertson). She told of the presentation and action which sent it to the Rules Committee. Mrs. Knezevich complimented Mr. Roy Cloud for his stirring endorsement—particularly stressing the fact that he represented 38,000 teachers of CTA.

1. The Committee wishes to reaffirm the stand taken by the CTA for A.C.A. 9 and asks that Mr. Roy Cloud continue in his effort to bring the amendment out of Committee.

2. That individual members of our Committee contact members of the Rules Committee.

3. That the Chairman send a letter to each member of the Rules Committee telling of the action of the Equal Opportunities Committee at its meeting today. The Chairman will also stress the fact that the members realize why the amendment was sent to the Rules Committee to be "speeded" out or "killed."

4. That members of the CTA be asked to write the national leaders to endorse and speed the passage of the national amendment.

The President accepted Miss O'Neil's report as a report of progress.

Miss Abby Perry, chairman of the Committee on the Essentials of the Modern Curriculum, stated that the Committee report would be submitted in writing.

Harold Seal, chairman of the Committee on Leaves of Absence, reported as follows:

The Committee on Leaves-of-Absence exam-

ined Code Sections 5.534, 5.720 to 5.724 inclusive, and 5.750 and made a number of comments on each section. It was decided that while minor changes could be suggested in each that because there was no glaring or important defects it would be unwise to tamper with them at this time.

It was announced in the Committee meeting that A.B. 561 providing for at least 5 days sick-leave and an accumulation of 25 days with pay, had been amended in Committee to exclude Los Angeles and San Francisco from its operation. It is possible that the teachers in these two communities have made or can make arrangements with their boards of education which they believe are more advantageous than the present proposed legislation.

At the moment the chances of a favorable Committee report on A.B. 561 are reasonably good, but if further differences of opinion or opposition develops these chances will disappear like "the mist before the bright morning sun."

It is suggested that all teachers give sympathetic consideration to the sick-leave problem of the teachers in the smaller school districts where there is little or no differential between the substitute's pay and the teacher's pay, and encourage the passage of A.B. 561 as amended.

The report was accepted as a report of progress.

President Brady then asked Mrs. Louise Beyer Gridley, National Education Association Director for California, to make a report. Mrs. Gridley stated as follows:

NEA State Director

NEVER has the challenge to teacher organizations been so great as it is today, but these organizations cannot meet that challenge adequately unless they have the whole-hearted support of all the teachers of the Nation. According to Time Magazine of March 29, the country is facing an educational crisis far greater than that of World War I, and the National Education Association is doing what it can about the situation, but the outlook does not appear bright unless more teachers become active in such matters.

Thousands of schools in the country have already closed and thousands more will close next year because teachers cannot live on the salaries paid them in poorer communities. Children will lose, what we believe is their right—an education in our public schools.

If teachers really believe that all children should have this opportunity; that all teachers are entitled to a living wage, and that education has an important part to play in intelligent wartime and peace time planning, then they cannot refuse to support their association in its tremendous work.

California has a good enrollment in the National Education Association, but "good" is not good enough for a state that is in a position to assume leadership. Will you please make it your responsibility to inform teachers and to impress upon them the seriousness of the situation and the need for cooperation from us all?

The Representative Assembly will meet in Indianapolis for two days for the transaction of business and for discussion of educational policies in the present emergency. We hope California will have adequate representation and that we will be able to report California teachers have seen the need for increased member-

ship in the NEA and for greater participation in the work of the Association.

The children, the schools, and the teachers less fortunate than we, both in the State and in the Nation, need us. May we count on you, please?

Mr. Alfred E. Lentz, Legal Adviser, presented Senate Constitutional Amendment No. 23 which provided for an increase in the salary of the State Superintendent of Public Instruction. On motion of Miss Morris, seconded by Mr. Gridley, the Council voted to support the amendment.

New Voters

Dr. Jesse A. Bond reported for the Committee on New Voter Preparation as follows:

Inasmuch as the interest and attention of older high school youth are becoming increasingly directed to matters of war and occupations related to war and whereas in a relatively short time these young people are to assume the responsibility of voters in a democracy, it becomes especially necessary that high schools provide a vigorous program of future voter education, this as a matter of vital preparation to the future welfare of our country.

In order to expedite this undertaking, the Committee on New Voter Preparation recommends that the Council of Education convey to the Association of Secondary School Principals the above expression of concern regarding the education of new voters.

It is further recommended that the Council of Education bring to the attention of the Association of Secondary Principals the fact that the New Voters Manual, which was prepared under the auspices of the Committee on New Voter Preparation, may be used as an effective instrument in carrying out this program in high schools. This pamphlet may be secured from the State Department of Education.

In accordance with action taken at the December, 1942, meeting of the Committee on New Voter Preparation, which action was approved by the State Council, the Manual for New Voters is being sent to officers of State-wide service organizations including luncheon clubs, California League of Women Voters, American Legion, California Congress of Parents and Teachers, etc., requesting these organizations to undertake a program of new voter preparation.

The Committee now recommends that these organizations be invited through the Council of Education to extend their responsibilities to include that of providing a program of continuing citizenship education for young people beyond the age of 21.

Dr. Bond moved the adoption of the report, which motion was seconded and carried.

J. R. Overturf, chairman of Committee on Relations with Affiliated Organizations, reported and moved approval of report, which motion was seconded and carried.

George Lockwood, chairman of the Committee on Salary Schedules and Trends, stated that the report would be submitted in writing.

Bruce Miller, chairman of the Youth Employment Committee, presented the following report:

Introduction

The need to study and make recommendations in regard to youth employment is so evident that the committee feels it was a wise move to make a new and separate group to work on the problem.

The particular need is for education to take an active part and make recommendations as to the modification of the present school program in order to meet demands for youth employment—that is, outline a program and make recommendations to the new Council and Director created to deal with the program or to any other group seeking advice and information. The restrictions, safeguards and necessary regulations should be initiated by school people and other groups interested in child welfare, present and future, as well as child labor.

Problems Presented

1. How much and what relaxation of present law?

2. Relaxation of present law necessary and wanted but for how long?

3. How will Senate Bill 779 operate?

4. What age groups should be allowed to do what work? Example: Shall students under 14 years of age be allowed to work on a shortened school program and a lengthened work period.

5. What about students working part time and getting nothing out of their required school attendance except resentment against the school.

A. Is this condition caused by failure of the school to meet the need, or what?

6. What about congested areas, where, if all students that should be in school were there, the school could not accommodate them?

7. What about overlapping the authority and who will coordinate the coordinators?

8. How about schools being adjusted administratively to allow school attendance nine months out of twelve with the school being open continuously.

9. What about irregular attendance caused by parents keeping children home to help with the family washing, house cleaning and such domestic needs?

A. Who should determine if a child should stay home for such work—the parent, school, or who?

10. What about carrying the instruction to the job?

11. How can the schools and education best maintain the leadership in this problem of youth employment?

12. How can we influence the new sense of power given the youth by good wages? What is the effect of "too much money" on youth?

13. Should every high school modify its program and offer continuation courses?

14. How well is the four-four plan working: that is four hours school and four hours labor for an eight hour day?

15. What is being done to bring all possible information to the student before he goes out on the job and to continue an educational guidance and further information as the job progresses?

16. Is teacher supervision necessary for successful labor experience, or if not, what supervision is necessary and successful?

17. What can be done about the 17-year old boy who says "Why go to school?"

18. How can teacher time be secured sufficient to supervise work, teach those who remain in school, and coordinate the entire program?

19. How is the cooperation of the employer best secured?

20. How can this committee answer all or part of these questions?

Mr. Miller moved the adoption of report, which motion was seconded and carried.

Youth Problems

Edith Pence, chairman of the Youth Problems and Delinquency Committee, made the following report:

The following statement in regard to juvenile delinquency is made in a recent report of the Federal Bureau of Investigation:

"All indications are that crimes among young people are continuing to increase. This is a development that should give concern to every thinking patriotic American."

In view of the above situation, the Committee on Youth Problems makes the following recommendations:

1. That the California Teachers Association reaffirm its support of the Youth Correction authority and of measures to provide an adequate budget for the Youth Correction authority, in order that it may function successfully as a state-wide agency for the prevention of juvenile delinquency and for the rehabilitation of youth.

2. That an effort be made to secure federal funds that will be more nearly adequate for the establishment of Child Care Centers, for the duration of the war, and for the provision of such programs in the Child Care Centers as will meet the needs of the small children, and, as well, of the adolescent children of mothers who are obliged to work in the war industries.

3. That an effort be made through any available channels to persuade mothers of children to care for their children and to persuade women without children to fill the jobs in the war industries. Both these steps are in the interest of the future welfare of our country.

4. That, where possible, classes be established for the guidance of parents whose children are delinquent, because of the negligence or ignorance of parents, such classes to be similar to the traffic classes that already exist in some communities for the promotion of physical safety.

5. That the members of the different Sections of the California Teachers Association seek to secure the maximum cooperation, for the lessening of juvenile delinquency, of the people representing education, recreation, social service, police authority, churches, and service clubs, in their communities.

Miss Pence moved the acceptance of the report, which motion was seconded and carried.

Having completed all Committee reports, President Brady then called for new business. The Secretary stated that it was the recommendation of the Board of Directors, upon the request of the chairman of the Special Tenure Committee, that the Committee be discontinued. He stated that the Board had recommended that should the Council so discontinue the Committee that the Board wished to appoint the Council

members and Miss Missner of the Special Tenure Committee to the regular Tenure Committee. Miss Maguire moved that the Special Tenure Committee be discontinued and the Council members and Miss Missner be appointed to the Tenure Committee. The motion was seconded and carried.

Mrs. Laurel Knezevich asked that California Teachers Association request the California Non-partisan Committee to accept a representative from California Teachers Association. It was explained that in the original formation of this Non-partisan Round Table, CTA had been represented, but at recent meetings had not been invited further to attend. Mrs. Knezevich moved that we make such request of the Non-partisan Round Table. The motion was seconded and carried.

Mr. Helms stated that a bill which had not been discussed during the Legislative Committee report was a bill concerning involuntary leaves-of-absence for junior college teachers. Mr. Helms moved, which motion was seconded, that CTA submit a bill which will seek to protect the rights of all teachers in the State who are given involuntary leave because of falling off of attendance during the emergency. The motion carried.

President Brady called upon Dr. Dexter, State Superintendent of Public Instruction, who addressed the Council briefly.

DR. A. J. CLOUD moved that the meeting adjourn out of respect to the following who are no longer with us:

Otto Bardarson	Bess Butts
C. L. Broadwater	Dan White
Wm. F. Ewing	E. E. Muller
Jesse M. Hawley	

The Council stood for a few moments in silent tribute to these members, after which the meeting adjourned.

* * *

CTA Board of Directors

Digest of Meeting, April 9, 1943

REGULAR meeting of California Teachers Association Board of Directors was called to order by President John F. Brady, April 9, 1943, at 1:30 p.m., at CTA State Headquarters, 155 Sansome Street, San Francisco. All members were present except W. A. Chessall. Minutes of the last meeting were approved. Membership and financial statement were read and ordered filed.

A letter was read from Thelma Missner, chairman, Special Tenure Committee, re-

questing that the Committee be dismissed. The Secretary was instructed to inform the Council that the Board recommends that the Committee be discontinued. It was also moved and carried that the State Council members on the Special Tenure Committee and Miss Missner be placed on the regular Tenure Committee. Miss Morris, on her own request, was transferred from the Committee on Equal Opportunities to the Tenure Committee.

A letter from Mr. Gridley containing a recommendation from Bay Section Council re salaries was read and the Secretary was instructed to inform the Bay Section that CTA is already at work fulfilling the requests contained in this letter.

War Man-Power

A letter was read from George Bettinger, superintendent of schools, Alhambra, containing a resolution addressed to United States War Man-Power Commission. The Board adopted the resolution, which is as follows:

WHEREAS by reason of the existence of a State of War between the United States of America and the Axis Powers, the Public Schools of California have voluntarily assumed, at the behest of the Federal Government, various duties and responsibilities other than and different from their normal functions; and

WHEREAS the Federal Government has made many and varied demands upon the Public School System for curriculum changes with greater emphasis upon subjects bearing a direct relationship to the war effort and in particular to fit and equip Public School students with greater rapidity for direct participation in the war effort, and

WHEREAS such changes can be made and such emphasis can only be given by a trained teaching force consisting in large part of men within the age limits affected by the Selective Service Act, and

WHEREAS Local Selective Service Boards are without any uniform policy governing the deferment of even the most essential of such teachers, and

WHEREAS the present indiscriminate induction of such teachers will not only impede but destroy the effectiveness of the Public School System not alone with reference to their war effort but also in the basic education of the children of this State,

NOW THEREFORE BE IT RESOLVED by the Board of Directors of the California Teachers Association, in meeting duly assembled this 9th day of April, 1943, that the United States War Manpower Commission and other proper Federal Agencies be memorialized to institute as soon as may be, a comprehensive policy which will define and exclude from the provisions of the Selective Service Act those teachers and administrators whose duties are essential to the proper functioning of the Public School System and

BE IT FURTHER RESOLVED that the Los Angeles County School Trustees Association and the California School Trustees Association, together with such other groups and organizations as are concerned with an interested in the Public Schools, be and they are hereby requested to join in this Resolution.

The Board endorsed the idea of an appropriation by the State Legislature for the writing and publishing of a Centennial history of California celebrating this State's admission to the Union and emphasizing those who have served in wars in which California citizens have participated.

Mr. Lentz presented S.C.A. 23 providing for an increase in the salary of the State Superintendent of Public Instruction. The Board approved this amendment.

The following Honorary Life Members were nominated:

Ralph W. Everett nominated Charles C. Hughes.

Walter T. Helms nominated Elmer L. Cave.

Raymond Kendall nominated Joseph E. Meadows.

On motion of Miss Morris, seconded by Mr. Seal, the three so named were unanimously elected Honorary Life Members.

Additional committee appointments were made as follows: Nora L. Pearson from Special Tenure to Certification; Mildred Hollister from Legislative to Youth Delinquency; Mary Virginia Morris from Legislative; Mrs. Geneva Davis from Certification to Legislative.

The meeting adjourned sine die.

* * *

California Teachers Association

Comparative Statement of Membership for the Years 1941 and 1942

Section	1941	1942
Bay	10,988	10,236
Central	3,880	3,752
Central Coast	1,269	1,237
North Coast	603	601
Northern	3,268	3,005
Southern	18,247	17,942
Life members	40	38
Total membership	38,295	36,811

Financial Statement for the Years 1941 and 1942

Revenues	1941	1942
Memberships	\$74,741.50	\$72,414.68
Net Advertising Sales.....	10,248.48	9,082.48
Placement Commissions	16,358.77	21,614.97
Placement Telephone	428.83	383.74
Subscriptions	172.50	181.00
Interest	348.70	380.35
Miscellaneous	9.50	4.60
Total Revenues	102,308.28	104,061.82
Expenses		
Council, Board of Directors, etc.	\$22,456.34	\$22,010.35
Managerial	22,010.20	21,534.28
Sierra Educational News....	39,149.83	36,195.91
Placement Division	18,884.05	20,450.97
Total Expenditures	102,500.42	100,194.51
Net Equity for year ended December 31.....	-192.14	3,867.31

ANNUAL REPORT

ANNUAL REPORT OF ROY W. CLOUD, STATE EXECUTIVE SECRETARY OF CALIFORNIA TEACHERS ASSOCIATION, TO THE CALIFORNIA STATE COUNCIL OF EDUCATION — APRIL 10, 1943

To the Members of the State Council of Education

Greetings:

THIS meeting brings to a close another Association year. From the standpoint of organizational activities it has been a good year, despite world conditions.

While the membership has not been quite so large as it has been in the past three years, the decrease, I believe, can be attributed to the smaller number of teachers employed in the schools of the State.

I am glad to report that for the first time in a number of years, the Placement Division has more than paid its way. The increased income from that Division has enabled us to show a slight balance at the close of the year.

Legislative affairs are progressing favorably, as we had hoped they would. In this 55th session of the Legislature, California Teachers Association presented the fewest number of bills that it has sponsored for many sessions. However, the proposals that it has before the Legislature are of more vital importance than any which have been sponsored during the time I have been Secretary. The Chairman of your Legislative Committee will report as to progress on the various measures in which you are interested.

Most of the Committee contacts during Legislative Committee hearings or when bills are before the members, bring favorable remarks.

This annual meeting of California Teachers Association is shorter than we have had for a number of years. It has been made necessary by existing conditions and because of that fact I shall not go into any detail concerning the affairs of the Association. Appended at the close of this report (Page 11) are the statements

of membership and the annual financial report.

The years roll round with such startling rapidity that I am reminded that another term of office has been completed. These years of serving as your executive officer have been pleasant and happy. I believe they have been of value to the Association.

I wish to express my especial thanks to the members of the State Council and to the Board of Directors. One of the Board, Mrs. Ida May Burkett, of San Diego, is serving today her last session as a member. Mrs. Burkett, through many years, has given most hearty cooperation and help. I want to express to her my warmest thanks for the many sacrifices of time and even of strength which she has given, in order that the work of California Teachers Association might go forward as it has. Mrs. Burkett did not wish to continue as a member of the State Council and so will not be a member of the Board of Directors.

Many Helpers

I wish at this time to express to all those others who are serving my personal thanks for their help and consideration. It would indeed be difficult to find a group of people who have given so willingly of their time and talents as has our present Board. So my especial thanks goes to them.

I also want to express my heartfelt appreciation to the Secretaries and other officers of the Sections for their fine and loyal support. Their efforts have been heartening indeed. And further I desire to express genuine appreciation to the various members of the State Department of Education who have rendered courteous and able assistance in making our Association work worthwhile. We are

fortunate in having thoughtful, efficient men and women in this all important office.

I am reminded as I give this report that several of our faithful and conscientious workers have been taken from our Association membership. Two of our beloved Chairmen, Otto Bardarson of the Financing Education Committee and Charles Broadwater of the Administrative Units Group, have answered the final summons. Our good friend, William F. Ewing, who had expected to retire this year and to enjoy a few years of quiet relaxation, is gone. Our old and tried associate, Dan White, who spent so many years as a member of the State Council, now sleeps with his fathers. Another county superintendent, Edgar E. Muller, is gone. We shall miss his wise counsel and hearty handclasp. Others, too, whose names have not been recorded will not again respond to roll call. We shall miss them all but we are confident that each one of them has heard the comment, "Well done."

Working for Children

California Teachers Association has helped to give to the children of our great State educational opportunities which fit them for any contingency. It is good to be a member of such an association. And now in bringing my report to a close, may I express the wish that when ending this meeting today it will adjourn in memory of all of our comrades in Association work who have passed on since our last annual State Council session.

* * *

America at War, illustrated posters, an exclusive news and picture service, prepared for schools and showing our country in action, distributed by United States Treasury, is prepared for them as an aid to the national war effort by F. W. Woolworth Company. For further information, address Division of Savings Bonds, 236 E. 24th Street, Chicago.

COUNTY SUPERINTENDENTS

LIFE SKETCHES OF NEW CALIFORNIA COUNTY SUPERINTENDENTS OF SCHOOLS

John S. Carroll

San Diego County

1. BA degree, San Diego State College, 1930.
2. MA degree, University of Southern California, 1932.
3. Research study at George Washington University.
4. PhD degree, Yale University, 1940.
5. College teaching experience at San Diego State College, Yale University, New Haven Junior College, and Claremont Colleges Graduate School, in history, education, science, sociology, and psychology.
6. Junior and senior high school teaching experience in San Diego city schools, in science, English, social studies and history.
7. Administrative and supervisory experience in San Diego city schools; executive secretary, Connecticut Visual Education Society; lecturer, Connecticut State Department of Education; consultant in health education for City of Hartford; curriculum coordinator, San Diego County schools; consultant in school business administration, School Surveys.
8. Honors from: San Diego State College; Blue Key, national honor service fraternity; Sigma Pi Sigma, national honor physics society; University of Southern California; Phi Kappa Phi, national honor all-university society; Phi Delta Kappa, national honor education fraternity; Yale University, teaching fellowship, instructor rank, honors grades.
9. Publications: Extensive contributions to professional literature, in measurement, psychology, philosophy, visual education, science, curriculum, business administration, supervision.
10. Civic Affiliations: San Diego County Coordinating Councils (president, board of directors, 1942-43); Rotary Club of San Diego (member, board of directors); San Diego Social Hygiene Association (member, board of directors); education committee, Chamber of Commerce; member, board of directors, Camp Fire.

Dr. John S. Carroll



11. Professional Affiliations: National Education Association, California Teachers Association, San Diego County Teachers Association, National Association of Secondary School Principals, American Association of School Administrators, Association of California Secondary School Principals, Association of San Diego County Secondary School Administrators, Department of Visual Instruction of National Education Association, San Diego County Association of Elementary School Administrators, Society for Curriculum Study, Department of Secondary Education of National Education Association, San Diego County Evening High School Principals Association, Omega Field Chapter and Alpha Epsilon Campus Chapter of Phi Delta Kappa, San Diego County Visual Education Society, Progressive Education Association, Association of California County School Superintendents.

Born in San Diego County.



Alan M. Denison

Alan M. Denison

Tuolumne County

Born in Oakland, California, son of the late A. A. Denison, pioneer Bay City newspaper editor, and the late Adrienne Mervy Denison, Oakland club woman. Attended Oakland elementary schools and Oakland and Fremont high schools, graduating from the latter.

Shortly after entering University of California at Berkeley, he enlisted in the Army and

served 22 months; half of the time with the AEF in England and France in World War I.

Re-entering University of California and later the College of the Pacific, he secured his AB degree and did graduate-work in the secondary field.

He has been the principal of an elementary school in Tuolumne County for the past several years.

Is past District Commander, American Legion, and served on the State Legion Executive Board and State Schools Committee; active in civic affairs in Tuolumne County for many years.



W. Rolland Hanson

W. Rolland Hanson

Lake County

W. Rolland Hanson was born in Lower Lake and has always made Lake County his home.

He attended Lake County public schools, University of California College of Pharmacy, graduating in 1926, and later attended Chico State College, graduating in 1931 with an AB degree and general elementary credential. He also did graduate work at Chico State, receiving an administration and supervision credential.

Mr. Hanson's teaching experience has been in Lake County, where for 3 years he taught in a one-room school with all grades part of the time. He considers this his most valuable experience. He later served as teaching-principal of East Lake School, and in 1939 was appointed rural supervisor for Lake County. He served in this capacity until taking office as county superintendent in January of this year.

Lucy Hunt

Shasta County

Lucy Hunt, county superintendent of schools of Shasta County, was born in Seattle, where she attended elementary schools. At the age of 16 she moved with her family to California where she continued her education.

Graduate of San Jose State College, she has done post-graduate work at Washington State



Lucy Hunt

as well as at College of the Pacific and other colleges of Oregon, Washington and California.

She has had 16 years experience in California as classroom teacher and principal. During the last 4 years she has acted as supervisor of music in Shasta County and has been active in community affairs, serving as Matron of Eastern Star and Master of a Subordinate Grange. She is married and has two daughters in college.

Residents of Shasta County feel that they have chosen one who is interested in progressive education and child welfare and that all problems brought before her will receive an unbiased and satisfactory opinion.

Fin H. Keagy,
Supervisor of Child Welfare and Attendance.

Gerald L. Jacobus

Kings County

Gerald L. Jacobus was elected Kings County Superintendent succeeding Joe. E. Meadows, retired.

He went to the office after 12 years as a teacher and principal in Hanford Elementary Schools. He is married and has three children.

Born in Santa Cruz, he was reared in Berkeley, where he attended Longfellow and Garfield schools. His later education was completed at San Jose High and San Jose State, with graduate study at Stanford.



Gerald L. Jacobus

Before becoming county superintendent, Jacobus was very active in California Elementary School Principals Association. He served as Central Section president, State treasurer, editor of California Elementary Principal and was vice-president of the State association at the time of his election.

Vaughn D. Seidel

Alameda County

Vaughn D. Seidel was appointed county superintendent of schools of Alameda County on December 29, 1942, to finish the unexpired term of the late Edgar E. Muller. Mr. Seidel was the chief deputy.

Vaughn was born in Waukegan, Illinois; how-

ever, his family moved to Kansas City, then to Seattle, and finally to San Diego, where he finished his grammar-school work in the training-school at San Diego State College, then known as San Diego Normal School. He attended San Diego high, Central high in Kansas City, Missouri, and graduated from Berkeley high.

Mr. Seidel matriculated in the school of business at University of Minnesota and later transferred to University of California and received his BS degree from College of Commerce. Since graduation he has completed some 50 units of graduate work in education at University of California, received the administrative credential, and collaborated in many studies. His teaching was done in the Oakland High school district and the Albany unified school district.

He was statistician for the late Prof. Frank Kleeberger in a department of physical education study. He worked with Dr. Raymond



Vaughn D. Seidel

Franzen, then professor of statistics in the school of education at University of California, and also with Dr. Ralph Chaney, professor of paleontology. He has been active in school legislation and was active in the program of issuing a manual on uniform accounting in California schools.

Mr. Seidel entered the Superintendent's office in Alameda County in 1930 under the late David E. Martin. In 1931 he was appointed chief deputy and continued in this position under both Mr. Martin and Mr. Muller, until the date of his appointment to the superintendency.

He belongs to the Masons, Scottish Rite, Ahmies Shrine, Hi-12 Club Oakland Lions Club, Oakland Y.M.C.A., Loyal Order of Moose, Alpha Chi Rho social fraternity, past president of Lambda Chapter, Phi Delta Kappa, Public School Business Association, and City and County Employees Credit Union.

The Seidel family consists of Mildred Seidel and two children, Joanne, 15, and Bill, 10.

C. C. Trillingham

Los Angeles County

Bachelor of Arts, 1921, Southwestern College, Winfield, Kansas. Master of Arts, 1931, University of Southern California.

Doctor of Education, 1933, University of Southern California.

Experience

Instructor in mathematics and social studies, Cimarron, Kansas, 1921-23.

Superintendent elementary schools, Scott City, Kansas, 1923-24.

Superintendent city schools, St. John, Kansas, 1924-30 (included supervision of elementary and junior high schools and principalship of senior high school).

Fellow in education, University of Southern California, 1930-34 (included supervision of secondary practice teachers in mathematics and sciences).

Instructor in school of citizenship, Los Angeles city schools, 1931-34.

Assistant superintendent and director of secondary education, Los Angeles County schools, 1934-42.

Lecturer, University of Southern California, summer sessions, 1936, 38, 40, 41.

Lecturer in education, Whittier College, summer session, 1941.

Membership in Educational Organizations

Phi Delta Kappa, honorary educational fraternity; Pi Gamma Mu, honorary social science fraternity; American Association of School Administrators; National Association of Secondary School Principals; National Education Association; California Teachers Association; California Association of Secondary School Principals; California Society of Secondary Education.

Membership in Non-Educational Organizations

American Legion, Schoolmasters Post 448; Forty and Eight, Voiture 47, Los Angeles; Los Angeles Chamber of Commerce, Junior Division, 1934-41; Los Angeles Downtown Lions Club; Los Angeles County Employees Association; University Methodist Church, Los Angeles; Masonic Lodge; IOOF Lodge.

Some Major Offices and Committee Memberships

President, Alpha Epsilon Campus Chapter, Phi Delta Kappa, 1933-34.

President, Epsilon Field Chapter, Phi Delta Kappa, 1937-38.

Dr. C. C. Trillingham



Commander, Schoolmasters Post 448, American Legion, 1938-39.

President, San Diego State Round Table Conference, 1938.

President, Southern California Visual Education Association, 1936.

Member, board of trustees, California Society of Secondary Education, 1941-44.

Chairman, State Mathematics Curriculum Committee, 1940-41.

Vice-Chairman, Department School Programs Committee, American Legion, 1940-41.

Member, Board of Directors, Alcohol Education Association, 1941-42.

Member, Committee on Health, Welfare, and Consumer Interest, County Defense Council, 1941-42.

Chairman, County Committee on Education of Health, Welfare, and Consumer Interest Committee of County Defense Council, 1941-43.

Member, Executive Committee, Bill of Rights Commemoration, 1941-43.

Member, Americanism Committee, Los Angeles County Council, American Legion, 1939-40.

Chairman, Public Relations Committee, Schoolmasters Post 448, American Legion, 1941-42.

Member, General Education Committee, California Secondary School Principals Association, 1936-42.

Member, Program Committee, National Convention, Progressive Education Association, 1942.

Member, Executive Committee, National Music Convention, 1940.

Member, State Committee on Coordination of Youth Agencies, California Secondary School Principals Association, 1941-43.

Member, Committee on Defense Salaries for Los Angeles County Council of Administrators, National Defense Training Program, 1941-42.

Chairman, Modern Education Committee, California Teachers Association, 1937-38.

Chairman, Educational Advisory Committee to War Manpower Commission, Southern California Area.

Editorial Experience

Author, Organization and Administration of Curriculum Programs, University of Southern California Press, 1934.

Co-author, Living Your Life, D. C. Heath Company, 1940.

Associate Editor, California Journal of Secondary Education, 1935-43.

Associate Editor, Social Studies Review, 1940-43.

Associate Editor, The Educational Scene, 1936-38.

Member, Manuscript Committee, California Society of Secondary Education, 1939-43.

Many articles published in educational magazines.

Travel

Eight European countries, summer 1927.

Nine European countries with own party of teachers, summer 1930.

Assistant director of Omnibus College, 1928, involving two 6-week trips in 25 states and two Canadian provinces.

* * *

Quill and Scroll Foundation, Northwestern University, Chicago, issues The Journalist's Bookshelf, an annotated and selected bibliography of United States journalism, by R. E. Wolseley, assistant professor of journalism there.

This useful handbook, now in its third edition, comprises 115 pages; price \$1.50; newest and largest annotated list of its kind.



Portrait of Helen Knight, on leave-of-absence from Bakersfield City Schools, now with American Red Cross. Graduate of San Jose State College, she received her master's degree at USC; she was an active worker in CTA and former president of Bakersfield Teachers Club. She is reported safely arrived at an undisclosed overseas port for active duty.

* * *

In the Navy

A TIMELY book that will be of interest to most young men from 15 to 30, their parents, and their teachers, is *He's in the Navy Now*, by Lt. Commander John T. Tuthill, Jr., USNR.

Now in its third printing, this is an exciting story of training for service in the United States Navy. With foreword by Walter Winchell, the book is profusely illustrated. It tells, in text and pictures, of the recruit's training and also of actual service on various ships of the fleets.

The author says:

"In dedicating this book, I can think of no more noble person — no more deserving one — than he who is the personification of the Navy itself: the American Bluejacket."

He's in the Navy Now is published by Robert McBride & Company, New York City, and obtainable from the California representative, P. B. Sapsis, Box 165, Carmel; price \$2.50.

Foods and Nutrition

AMERICAN Library Association, 520 North Michigan Avenue, Chicago, has issued a valuable, 8-page, annotated guide-list of important books and publications relating to foods and nutrition.

The demand just now for information in this field is so great that such a list is of great help to teachers, school librarians, and the general public.

* * *

Free and Inexpensive

A SPECIAL committee of six school librarians has reported on a survey of pamphlet services. The report, *Free and Inexpensive Materials*,¹ appears as a special number of American Library Association's quarterly Subscription Books Bulletin, which evaluates subscription-books, encyclopedias, and other reference-type books for librarians, teachers, and other book-buyers.

With the increase in output of free and inexpensive pamphlets, charts, and other other teaching materials in recent years, there has been a corresponding increase in the number of so-called "pamphlet services," intended to keep teachers, school librarians, and administrators informed concerning the existence and acquisition of this non-book type of material.

The present report is a detailed evaluation of the various pamphlet services. Each is described in a separate review, and, it might be mentioned, some of the services listed are definitely not recommended.

"Free and Inexpensive Material" is the first of three reports by the special committee; to follow are reports on free and inexpensive vocational materials and on pictures and map services.

* * *

Children's Books — 50 Cents or Less — A revision and enlargement of Selected List of Ten- and Fifteen-Cent Books. Classification, price and brief annotation are given for each book. This bibliography is useful in home, school and library. Compiled by Dorothy K. Cadwallader, Trenton, New Jersey; 25 pages, price 25c. Address Association for Childhood Education, 1201-16th Street NW, Washington, D. C.

1. "Free and Inexpensive Materials" in *Subscription Books Bulletin*, v. 13, No. 4, October, 1942. Chicago, American Library Association, 1942. Subscription price, \$2. October issue only, 50c.

MILITARY HYGIENE

J. N. Holliday, 1st Lt. A.C., Head of Department of Military Hygiene, AFPS (B-N);
an address delivered at Santa Clara County Teachers Institute*

THE teaching of Military Hygiene and First Aid to every cadet in the Air Corps is a new development in the training of an army. Heretofore only members of the Medical Corps were given anything except the most superficial instruction. Three very good reasons exist, however, for the inclusion of hygiene and first aid in the training of air-crews.

We know that losses in war are greater from disease than from wounds suffered in combat. In our Civil War losses from disease were slightly more than twice those killed and those who died of wounds. In World War I we lost about 6 men from disease for every 5 who were killed or died of wounds. The advance in Medical science would undoubtedly lower that ratio in this war were it not for the new problem of maintaining the health of the Army while fighting in the Arctic and in equatorial regions.

The problem of sanitation is so great in the tropics that the cooperation of every man is necessary to maintain health of the group. The Army Air Corps, wisely I think you will agree, decided to teach each individual the fundamentals of military hygiene necessary to maintain health in any climate.

Our three main reasons for teaching military hygiene, therefore, are:

1. The recognition of the necessity in a global war of every man knowing the fundamentals of hygiene.
2. Our second reason is obvious when you realize that bombers are an offensive weapon. A crew of a few men carry the war to the strong places of the enemy often hundreds of miles away. Since medical personnel can not accompany them, a thorough knowledge of first aid is necessary to

render immediate assistance, particularly in the stoppage of bleeding.

3. The third reason is the immense value of first aid to morale. Despite all the jokes we cracked and the fun we have enjoyed at the expense of first aid, there is not a teacher here who does not realize the real boost to morale which the American Red Cross first aid program gave the Pacific Coast after Pearl Harbor. True, many individuals have stated that they hoped the first aid crew would just leave them until the doctor arrived; but when those same individuals took the course they felt reassured.

The same is true of an air-crew. When they learn that bleeding can be stopped from almost any injury, morale is increased. We have found that less than 10% of our students have previously studied first aid. Our material must be condensed and teaching must be very specific.

Resume of Course

The extent of course is better understood by a short resume of the 13 lessons that constitute the course at SA AAB; 7 of these lessons are taught by trained civilian personnel, and 6 by doctors of the Medical Corps.

The feeling in some quarters is that anyone who graduates from a 24 hour course can teach first aid. Our standards for instructors are somewhat higher. Every man teaching first aid in the Military Hygiene Department has at least five years of college work with a major in physiology, hygiene, or the biological sciences. In addition we require at least 2 years teaching experience in some subject and special training and teaching experience in American Red Cross first aid. Above everything we desire an instructor who knows how to make the course interesting.

This may astonish some who think of military instruction as very formal and therefore very dry and uninteresting. We do expect a high standard of military conduct, but the new

Army is using the approved methods of modern education.

In order to promote interest, we begin instruction with a lesson on bandaging, the use of the tourniquet and pressure points. The methods used to stop bleeding are intensely interesting to men who expect to be dodging machine-gun bullets and anti-aircraft fire in the near future. The newspapers supply us with examples, and motivation is not too difficult.

Our second lesson is devoted to the very important subject of sanitation. Not all the men will be wounded and require first aid, but every man who neglects to practice sanitation in the tropics endangers the health of the group. A 36-minute sanitation film, prepared by the USA Signal Corps under direction of the Surgeon General, is invaluable in teaching this subject. Sanitation assumes more importance when you see it than when you read it.

We next visit the Sanitary Area and demonstrate the equipment which the Army provides or can improvise in the field to promote sanitary conditions; part of the group practices bandaging, and demonstrate artificial respiration.

Lesson 4 is devoted to artificial respiration, unconsciousness, fainting and shock. Artificial respiration has a special application in the Air Corps as an aid to men who face loss of life because of defective oxygen-equipment or lack of oxygen at high altitudes. We also stress carbon-monoxide asphyxiation because of its occurrence in the arctic where the intense cold restricts ventilation.

Lesson 5 includes a short film followed by elementary instruction in the application of splints and the treatment of sprains and shock.

Our 6th and 7th lessons are devoted to heat exhaustion, sun-stroke, blisters, burns, eye injuries, and an explanation of the crash kit.

The Medical Corps provide instruction in the last 6 lessons. Their subjects are in order:

1. Surgical emergencies as applicable to air-crews.
2. Medical aspects of desert operations.

* Dean of men, Brawley Junior College, for 6 years; then teacher in Los Angeles Senior High School for 2 years prior to entering the Army.

The address was delivered before Santa Clara Unit of California Association for Health, Physical Education and Recreation.

3. Medical aspects of jungle and tropical warfare.

4. Various types of diseases:

- a. Venereal diseases.
- b. Respiratory diseases.
- c. Intestinal diseases.
- d. Insect-borne diseases.

The subject is a summary of the special problems in hygiene of the present global war.

One special problem is, of course, the diseases which thrive in the tropics. Various forms of typhus, malaria, yellow fever, dengue fever, filariases, and bubonic plague are as dangerous to our troops in Africa and the Orient as the foe could possibly be.

The importance of hygiene is immediately apparent when one pauses to think that most of those diseases may be prevented or controlled by hygienic measures.

The Army Medical Corps must also guard against the spread of such diseases as leprosy and trachoma by returning soldiers. The teaching of hygiene is an invaluable aid to their efforts.

ONE is primarily interested in the contribution which the schools can make to this program. There is a very definite place for the public schools in this part of the total war effort. The time which we have allotted to hygiene and first aid is too limited to enable us to impart even the fundamentals of first aid unless the individual has been trained in the basic principles by the public schools.

It is easy to ask you to teach more hygiene and first aid, particularly in the secondary schools; but a recommendation is of no value unless it is specific.

Our curricula is already burdened with so many compulsory subjects that I hasten to add that hygiene is already taught in the schools and the inclusion of first aid as a part of the course will make the instruction more meaningful and interesting to students.

Red Cross first aid should become an integral part of the hygiene course. Above all, it should not be assigned as an additional chore to the physical education department which already has an important job to do.

I recommend the following specific program for your consideration:

1. A program of first aid for every high school student.

2. Increased stress on hygiene in the elementary grades.

To simply say increased stress on hygiene in the elementary grades is meaningless until we implement the statement with methods by which it may be made effective.

Interest is the key to learning any subject. We maintain that interest in the Army by relating the subject to life situations which the cadet expects to meet in the very near future. Your very excellent elementary teachers have already done much and will do more to make hygiene interesting to the student. Incidentally, I might state in passing that films and slides offer excellent and available teaching aid in hygiene.

Regular Inspection

In the Army a cadet or recruit is told exactly the standard of appearance and personal hygiene that is expected of him, then he is regularly inspected to see that the standard is maintained. Now I know that every first grade teacher in the room is saying, "I do that every morning."

Yes, you do! And it would be well if every teacher in every grade used some systematic method of checking the personal appearance of every student. Of course, as students become more mature we cannot use the same direct method for correction that we use in the first grade. Go back to your classrooms next week and note the personal appearance of each student. You will learn much about your students, and since personal appearance is an index of personal hygiene, you will have taught the first lesson taught by the Army. That is one contribution the elementary school can and should make. Hygiene and first aid should be taught in junior and high school by teachers with special training and interest in the subject. The keen, alert hygiene teacher can be of invaluable aid to your counselor and should have an integral part in your guidance program.

The first aid taught in high school should be American Red Cross first aid. Three agencies have worked out

complete and systematic courses in first aid; American Red Cross, the Bureau of Mines, and the Army. The only one available for your use is the one developed by American Red Cross. When you teach the American Red Cross first aid course, you give systematic instruction and avoid the two pitfalls that catch so many hygiene and first aid teachers; namely, the tendency to try to be a physician and teach everything else but first aid.

American Red Cross can give you valuable teaching aid; but of course, instruction should always be through qualified teachers of your own staff, who, in addition to a knowledge of first aid, also know how to teach.

One of the chief lessons we have learned at Santa Ana is the value of the training and professional skill of the teacher. We are doing some good teaching there, chiefly I believe because we have employed as instructors many experienced teachers with professional training.

IN conclusion: I hope that nothing that I may have said concerning our difficulties will lead you to believe that the Army is not adequately meeting the problem of health protection in a global war. The Medical Corps is competent, alert, and progressive.

May I also digress to mention a criticism often made regarding the youth that make up our Army. They are not "soft," half-educated, and unwilling to fight. True, they may lack some subjects that we wish they had studied; but the ability of a large percentage of them to pass the very condensed and, in some cases, entirely new type of courses we offer is a tribute to the training they have received in the public schools. I doubt if any other country or school system has students who could do as well.

As to their courage, think of Bataan, Wake, Midway, and Guadalcanal. You have contributed to the training of the finest army of any age. Each of us can be proud of any additional contribution we make to their welfare and training.

THE NUTRITION YARDSTICK

THE Nutrition Yardstick, developed by National Live Stock and Meat Board, as a contribution to the National Nutrition Program, is a graphic-calculator or slide-rule device

for measuring the food value and adequacy of any diet.

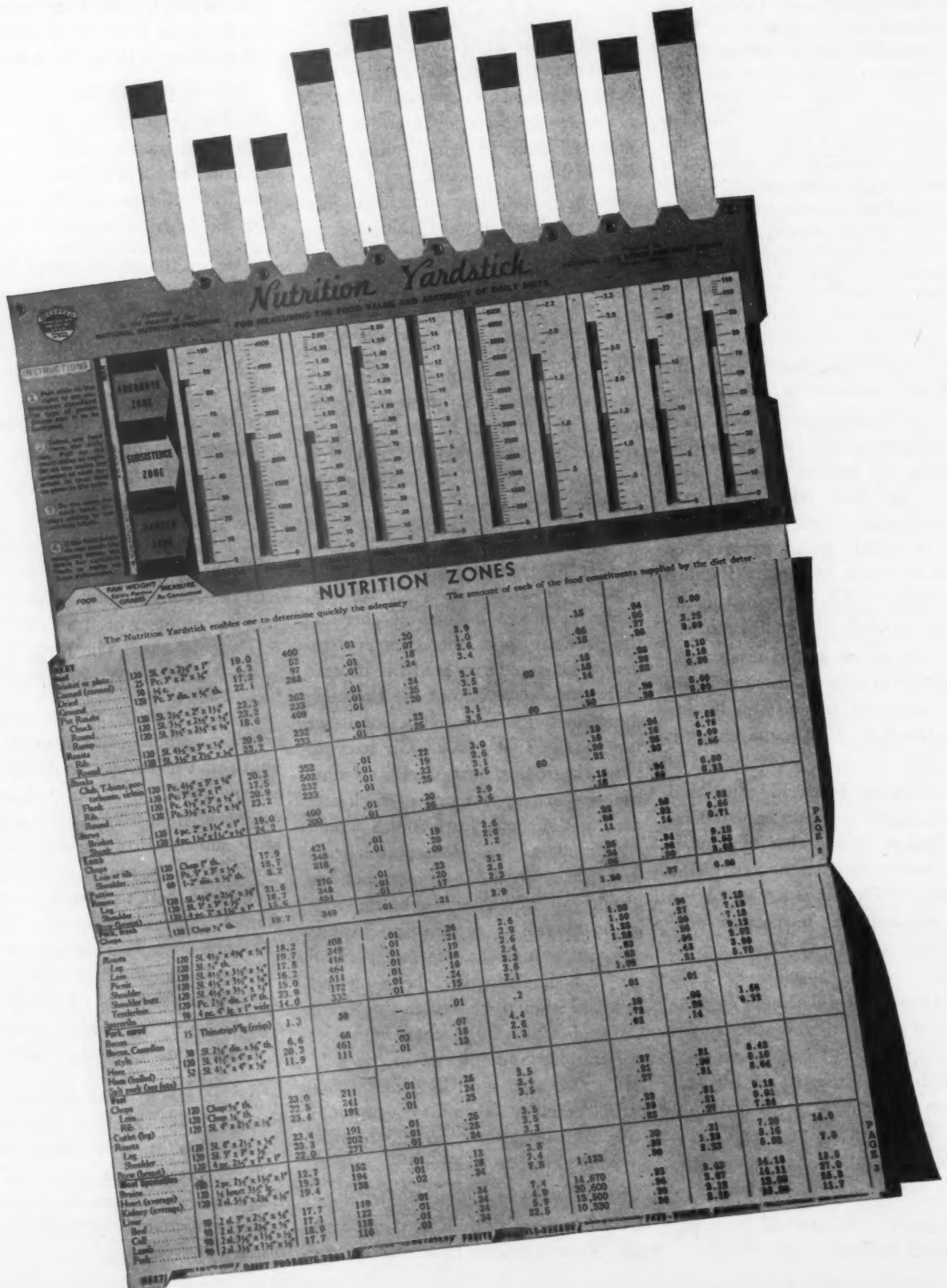
It is designed to enable dietitians and others interested in nutrition to calculate the food value of a diet

rapidly and surprisingly accurate.

It is simple enough for housewives to use in checking their families meals.

It may be used to check the diet of any individual regardless of sex, age, activity, or physical condition and is applicable to specialized diets.

Food value requirements are given for



6 groups and for various activities and conditions. These are:

Man — Sedentary, moderately active, very active.

Woman — Sedentary, moderately active, very active, pregnant, lactating.

Pre-school Child — 1 to 3; 4 to 6.

School Child — 7 to 9; 10 to 12.

Adolescent Girl — 13 to 15; 16 to 20.

Adolescent Boy — 13 to 15; 16 to 20.

A fundamental part of the Yardstick is a 24-page book attached which lists 541 foods and food combinations together with the amounts of the various food essentials which each supplies.

These figures form the basis for the calculations as to the amount of protein, riboflavin, niacin, and Vitamin C, which the diet contains. Weight of raw food is given in grams for professional persons; a description of that amount as eaten, either raw or cooked, makes the table usable by laymen. Figures given are taken from original reports of research and other authentic sources.

Degree of adequacy of the diet is represented by three zones — Danger, Subsistence, and Adequate.

A nutritionally-adequate diet will reach the Adequate Zone, while a diet which supplies less than the minimum amounts of any one of the 10 essential food elements, as recommended by nutrition authorities, will be in the Danger Zone.

The Subsistence Zone represents a range in degree of adequacy between the recommended and the minimum. The requirements are based on the recommended allowances for specific nutrients as established by the Food and Nutrition Board of the National Research Council and other authorities.

Bearing the seal of acceptance of the Council on foods and nutrition of American Medical Association, the Nutrition Yardstick contains the results of recent research sponsored by the National Live Stock and Meat Board on the vitamin content of cooked meats. With a few exceptions in instances where the information was not yet available, the figures given are for the vitamin content of meat after cooking. These figures are the result of intensive scientific research at leading universities. In all cases, the food value table indicates whether the figures on vitamin content are for cooked or raw food.

Despite the vast amount of information it contains, the Yardstick is no larger than an average-size blotter and folds to fit into a No. 10 envelope.

The Yardstick has many practical applications in the field of nutrition. Following are a few of the ways in

which it may be put to use by physicians, dietitians, nutritionists, home economists, teachers, and others interested in the subject of nutrition:

1. To compare nutritive value of individual foods.
2. To calculate rapidly and accurately the food value and adequacy of any diet.
3. To find good sources of each food constituent.
4. To find good alternates for foods that are not available.
5. To teach the individual requirements for the ten food constituents.
6. To show that food requirements vary according to age, sex, activity, and various conditions.
7. To prove that very active men — factory workers for example — need big nutritious lunches for top production.
8. To check the adequacy of the school or cafeteria lunch.
9. To find what foods may be added to a deficient diet to make it adequate.
10. To calculate hospital diets for both patients and staff.
11. To plan a diet that is low in calories yet adequate in protein, minerals, and vitamins.
12. To plan a well-balanced diet that will put on weight.
13. To show that it is possible to get an adequate supply of minerals and vitamins from food in a normal diet.

Redman B. Davis is director, department of information, National Live Stock and Meat Board, 407 South Dearborn Street, Chicago.

* * *

Patriotic Songs

Stories of Our American Patriotic Songs

Mabel F. Rice, Director Elementary Education and Instructor in Children's Literature, Whittier College and Broad Oaks School of Education

THIS collection of *The Stories of Our American Patriotic Songs*, by Dr. John Henry Lyons, Director of Musical Education, Pasadena City Schools, is a strangely stirring book, not only for children from the primary grades through high school, but for adults as well.

The story of the genesis of such songs as *The Battle Cry of Freedom*, *Maryland, My Maryland*, and *Hail Columbia* is so real, so graphic in the presentation that one gets the goose-pimpling sensation of having been present at the enacting of the scene.

The background of *The Star Spangled Banner* is generally familiar to older readers, but it, and even America, assume new meaning and glamour in this latest appearance.

In the setting for America the Beautiful one recaptures the thrill of "being an American" as he looks down upon the scene from Pike's Peak with Katherine Lee Bates — and Mr. Lyons. For children it will be a preface to experience to come. And who among you knew that Dixie, the song of the South, was born on a cold Northern street!

This reviewer is repeatedly amazed that a man whose name bears the prefix of "Doctor" can write so entertainingly on the level of youthful understanding. The stories will need little revamping on the part of the story teller for even the very young listener. In each case the song with the lyrics accompanies the story.

The book is a "must" for all schools, not only for The Duration, but in the peace that follows the war. The physical make-up of the book is so colorful and decorative that it makes an ideal gift for child or teacher, one that will be a welcome addition to the home library. Children — and adults — jump to the conclusion that anything so attractive on the outside could not disappoint on the inside — and for once they will guess correctly.

The beautiful illustrations were done by Jacob Landau.

One might wish that Dr. Lyons had included *God Bless America* in his collection, but since the book deserves to go into several editions, he and his publisher may relax and admit the Irving Berlin-Kate Smith classic to the fold.

* * *

Postwar Youth Employment, a study of long-term trends, by Paul T. David, is issued by Committee on Youth Problems of the American Council on Education, 744 Jackson Place, Washington, D. C.; 150 pages; price \$2. *Barriers to Youth Employment*, a recent book also by Dr. David, is a companion volume; price \$1.50.

* * *

Music Educators National Conference, a department of NEA, with headquarters at 64 East Jackson Boulevard, Chicago, nationally distributes excellent material relating to war songs. Lilla Belle Pitts, national president, reports that Victory Sings are being organized locally and on a state-wide basis. Music educators are going ahead with their own plans for song contests, concerts, and rallies. Executive secretary of the Conference is C. V. Buttelman.

LETTERS

Federal Security Agency
U. S. Office of Education
Washington

To: School Superintendents, Principals, Headmasters and Others.

From: J. W. Studebaker, U. S. Commissioner of Education.

Subject: "Our Armed Forces" — An Orientation Handbook.

A new book, "Our Armed Forces," is an orientation handbook containing information and pictures which high school students have been wanting.

The book is written and illustrated by officials of the War and Navy Departments in collaboration with staff members of U. S. Office of Education, and approved by national policy committee of High School Victory Corps. It is published by U. S. Infantry Association, in cooperation with Office of Education.

The text and charts are authoritative; the style is simple and dramatic; the illustrations are colorful and illuminating. The book provides an overview of the organization of our Armed Forces which will be helpful in the general pre-service education of older boys and girls. Parents, teachers and others will also find it interesting and valuable reading.

Order enough copies for your students direct from the publisher.* No senior boy or girl should leave school without having read this splendid description of our Armed Forces fighting for Freedom.

J. W. Studebaker
Commissioner

* * *

William H. Kilpatrick
106 Morningside Drive - New York

Dear Sir:

One of the urgent tasks of educators in our American democracy is the promotion of understanding and goodwill among the various racial, religious and nationality groups in our midst. This is of utmost importance now and will continue to be an insistent need for years to come.

Educators are aware of the importance of the subject but hitherto have not been able to secure materials discussing adequately the objectives and philosophy of inter-cultural education or suggesting adequate methods for dealing practically with the problems.

Now, I am happy to say, there is a

*Infantry Journal, 1115 Seventeenth Street NW, Washington, D. C.; price 35c; 4 copies or more, 25c each.

volume available to educators which, we believe, performs these needed services. I refer to "Intercultural Education in American Schools" by William Vickery and Stewart Cole, both of the Service Bureau for Intercultural Education. It is published by Harpers and is just off the press.

It is my opinion that this book will make a noteworthy contribution to the problem under discussion and thereby to the unity and stability of our nation. Anything you may do to encourage its use and improvement we shall greatly appreciate.

Sincerely yours,
William Heard Kilpatrick.

* * *

American Council on Education
Washington, D. C.

Dear Sir:

One of the questions in the minds of the young men and women leaving school and college and entering the Armed Forces is, "What assurance do I have that adequate provision will be made for me to take up my education when I return from military service?"

For almost a year the American Council on Education has been working in close cooperation with the Education Branch, Special Services Division, U. S. Army, and with the U. S. Armed Forces Institute, in preparation of a proposed plan to provide a sound basis for the granting of credit for the educational values of military experience.

With the lowering of the Selective Service age to 18 and the continuing of volunteering at age 17, the problem of readjustment of men and women entering the Armed Forces involves secondary education, as well as college, and entails the necessity of setting up an administrative policy within public school systems and private schools.

We have issued a special pamphlet Sound Educational Credit for Military Experience (32 pages), describing the plan developed cooperatively by the Council, the Armed Forces, and the regional accrediting associations.

Yours very sincerely,
George F. Zook
President

Middle America Information Bureau
Conducted by United Fruit Company
9 Rockefeller Plaza
New York, N.Y.

The Editor:

As one of our first publications which attempts to provide material on Middle America to those who find it important to keep informed of developments regarding the interdependence of Middle America and the United States, we have published a selected bibliography, Books about Middle America.

This free bibliography has been compiled by Charles Morrow Wilson, authority on Middle American affairs (and author of Ambassadors in White, Central America — Challenge and Opportunity, and the forthcoming book, Trees and Test-Tubes) should serve as a reference-guide to source-material on Middle American Republics and their relation to us.

We should be interested to have your suggestions for other material, which we know will be helpful to us in fostering the broad goals in which we are mutually interested.

Sincerely yours,
Marion Gobiet.

* * *

Central Coast Counties

CCLASSROOM Teachers Department Executive Board of the Central Coast Counties recently met at the County Courthouse in Salinas. Routine business was attended to with the following members present:

Marcia Frisbee, president, Monterey County; Mrs. Ann Uzzell, secretary-treasurer, Monterey County; Matilde Christensen, Monterey County; Cecil Thompson, Monterey County; Mrs. Mildred Thompson, Santa Cruz County; in addition to T. S. MacQuiddy, CTA Central Coast secretary, and Manuel Joseph CTA Central Coast treasurer, and several guests.

Gordon Knoles of Pacific Grove was appointed legislative committee chairman; Rowena Taylor of San Luis Obispo, extension committee chairman; and Margaret Latamore of Hollister, education committee chairman, for the ensuing year.

Typewriter Procurement

WAR Production Board, Regional Office 10, 1355 Market Street, San Francisco, has issued a 3-page mimeographed statement concerning the 1943 Typewriter Procurement Program launched for Armed Service operations.

Any California schoolpeople having typewriters which could be released to the government are urged to communicate at once with the Redistribution Division, Typewriter Procurement Program, War Production Board, at the above address.

TRAINING ARMY CLERKS

HOW THE QUARTERMASTER CORPS TRAINS ARMY CLERKS

Corporal Charles B. Dunham, Public Relations Office, QMRTC, Camp Lee, Virginia

WITH the daily expansion of our now great Army it is only natural that the necessary supporting elements should grow in like proportions. One of the more important of these supporting elements is the vast force performing the clerical work of the Quartermaster Corps, now the largest single business enterprise in history.

The Quartermaster Corps teaches tens of thousands of clerks to initiate and maintain voluminous records so that the vast operations of the Army may function smoothly.

The Army Clerk is taught to see his job in perspective by the instructors of the Administrative, Supply, and Clerical Schools at Camp Lee's Quartermaster Replacement Training Center, the largest center in the country training Quartermaster specialists. He realizes that the entire organization of the Army depends on him to a degree true of almost no other branch.

Our present-day Army of millions of men, together with the enormous quantities of clothing, equipment, food, and vehicles which they use and consume—all this gigantic assemblage of men and materials, as well as their relevant history, immediate destination and purpose, are recorded and filed in hundreds of thousands of filing cases where they can be located at a moment's notice.

Without this vast store of information, available to the minds that know how to use it, all the men and guns and planes and tanks would be merely matter without form, or, at least, without complete control.

In short, the Army Clerk is the essential medium which makes possible the Army's organization. And, without organization, the Army would be no longer an Army.

The Army's Classification and Assignment Section, by the use of exhaustive tests and interviews, selects

soldiers who, by their aptitude and past experience, show promise of becoming good Army Clerks. When the ones assigned for training at Camp Lee arrive, they first must undergo a period of rigorous basic military training. They are instructed on the drill field, taught how to roll their field packs, and make frequent visits to the stiff obstacle course.

In order to condition their bodies, they are taken on day-long hikes carrying full field equipment.

Most important of all, they are instructed in the use of the rifle and the gas mask; for, in modern warfare, no branch of the Army is immune from surprise attacks by the enemy's aircraft and mechanized forces, hence Army Clerks will in all likelihood be called upon to defend themselves and

their equipment from such raids. They may find themselves right up in the front lines alongside the combat troops. Regimental and Company clerks normally will be with the combatant troops.

Technical training for clerks at the Quartermaster Replacement Training Center has two main divisions, administration and supply, with a concurrent short period of instruction in typing and shorthand.

Typing instruction is given on machines with covered keys in order that they may learn thoroughly the touch system, and operate under any and all conditions. Trainees with prior shorthand experience are given further instruction, particularly in Army methods and phraseology, so as to improve their speed in taking dictation of a military nature.

The schools' curriculum includes approximately 40 subjects, of which some are:

Organization of the Army, company management, administrative staff of higher

New Science Books

SIEMENS: AERONAUTICS WORKBOOK

Following closely Leaflet No. 63, United States Office of Education. Including working chart in 6 colors. \$1.00. Chart (separate), \$0.40

CUSHING: FUNDAMENTALS OF MACHINES

Meeting War Department outline No. PIT 102 for basic one-semester course. \$1.24

WILLIARD: FUNDAMENTALS OF ELECTRICITY

Meeting War Department outline No. PIT 101. \$1.24

EBY-WAUGH-WELCH-BUCKINGHAM: THE PHYSICAL SCIENCES

The essentials of astronomy, geology, physics, and chemistry, with a splendid chapter on meteorology. \$2.28

CALDWELL-CURTIS: EVERYDAY SCIENCE

An attractive new book covering many wartime aspects of science . . . Emphasis on air-mindedness . . . Probable post-war developments discussed. \$1.96

GOLDBERGER-HALLOCK: HEALTH AND PHYSICAL FITNESS

Coordinating with the High-School Victory Corps program, this new book teaches the three healths—health of the body, health of the mind, and health of the emotions.

Write for more information

GINN AND COMPANY

45 Second Street, San Francisco, California

units, use of Army regulations and other War Department publications, company and regimental paper-work, service records, duty rosters, military correspondence, ration returns, pay allotments, discharges, final statements, desertions, payrolls, furloughs, company supply, finance, procurement, property accounting, warehousing, transportation, graves registration, salvage, and both field and sales commissary operations.

Teaching Aids

Training in the school is necessarily based largely on the lecture method. However, the instructors are supplementing their lectures more and more with practical exercises and visual aids, including strip-slides and charts. Blackboards, sand-tables, and maps are used to a great extent. The student actually sees and fills out a copy of every form that he might be expected to encounter. The instructional staff is constantly on the alert to keep up with the latest developments in the field by reading the current military newspapers, Army magazines, and Army regulations. Many bulletin-boards are located in the classrooms, and students feel free to bring in items of interest of a military nature.

Despite the large amount of detail involved in acquainting trainees with the numerous forms used in administrative and supply operations, and their proper disposition, the instructors of the school aim primarily at teaching the trainees where to look for information they will need later. Not only is it impossible to remember a large number of forms and exact procedures, but constantly changing regulations soon make such knowledge obsolete. The best clerk is the one who can thread his way easily and swiftly through volumes of Army regulations, picking out only the information he needs. Like a lawyer, he must know where to look for his precedents and authorities.

Instruction in the Army schools differs from instruction in civilian schools in many respects. Sometimes, with classes of 250 to 300, the instructors are obliged to rely mainly on illustrated lectures and mass demonstration systems of teaching. In lieu of individual attention and instruc-

tion, each man is put "on his own" early in the course, and is taught to rely on his own initiative, as he must do when he reaches the field of battle. Frequent tests and examinations are given to ascertain how the individual is progressing in his work.

The school trains for the multitude of clerical positions that are a part of today's Army. Company commanders rely on company clerks and supply clerks to handle the unit's routine business. If the clerks prove competent in the company to which they are assigned when they leave school, they may rise to be first sergeants or supply sergeants. If the clerks assigned to the personnel or other divisions of regimental headquarters or the headquarters of higher echelons of the Army prove their worth, they may advance to the rank of master sergeant. Many of the graduates of the school who have the necessary qualities of education and leadership go to the Officer Candidate Schools and receive their commissions; in fact, the Administrative, Supply, and Clerical Schools of Camp Lee lead all others in obtaining commissions.

Thousands Graduate

The instructors at the schools have seen thousands of men complete the courses. Although the trainees have had diverse backgrounds and experience, there are a few deficiencies instructors encounter repeatedly.

When asked what points should be stressed to those training young men in colleges and high schools they mention the following:

1. How to speak and express oneself ("thinking on your feet").
2. Fundamentals of English grammar.
3. Mathematics, particularly arithmetic.
4. How to budget one's work.
5. Penmanship.
6. Segregation of relevant from irrelevant facts in asking questions about subject-matter.
7. Have students completely check work before submitting it for record.

CAMP LEE'S Administrative, Supply, and Clerical Schools prepare the clerk in the Army way of doing his job so that when he reaches the field

he can perform his duties under the most strenuous conditions.

The steady performance of those duties during all the heat and tragedy of battle is fully as vital as any Army function. A commander must be informed instantly and accurately of any movement of troops, the arrival of a convoy of supplies, the latest casualty figures, the location of a given unit.

The clerk is the basic medium for recording this vital information. And vital it is—for it can mean the difference between the winning or the losing of a crucial battle or campaign.

* * *

Essentials of Mathematics

GINN and Company have issued *Essentials of Mathematics*, by Mc-Mackin and Conkling, a big illustrated text of 380 pages in the best modern style; for students who may not intend to go to college, but who have real need of sound mathematical training. This text, for the lower years of high school, embodies an entirely new approach of educating students in mathematics for lifetime use; price \$1.48.

* * *

FRED A. KELLY, on leave-of-absence as teacher of government, Balboa High School, San Francisco, and widely-known in California educational circles, is in the U. S. Navy as a first-class specialist in the work of recruiting at U. S. Navy Recruiting Substation at Santa Rosa in Sonoma County. He covers the northern area in his travels.

Mr. Kelly has a traditional record, over many years, as being the first CTA member each year to enroll for the succeeding year.

He always sends in his check and receives his CTA Membership Card early in July. This year he has already paid for the year 1944.

CLASSROOM TEACHERS

WOMEN IN THE ARMED FORCES

Beulah Lemm, Head of Mathematics Department,
Albany High School, Alameda County*

FOR some time three important branches of the Armed Forces have been attracting the attention of women teachers of the Bay Section.

Although there has been much more talk than action, a number of these teachers have not shelved their ideas about entering one of the Womens Service organizations but have joined the WAACs, the WAVES or the SPARS. These are organizations of women whose primary job to replace Army, Navy, and Coast Guard men in land jobs.

There are two other organizations for women, the WAAF and the Marines. The former will attract few teachers, since one of the prerequisites for entering the training-school is a private license and 150 flying-hours. The womens branch of the Marines is just being organized, therefore time has not permitted the consideration of this branch by teachers at present.

Many Categories of Work

There are many categories of types of work in these branches. A high percentage of these require mathematics for any kind of adequacy. The work includes teaching, selling, lexicography, meteorology, government journalism, aeronautical, civil and electrical engineering, radio, communications, typing, switchboard operation, clerical service.

Teachers entering the WAVES and SPARS can earn commissions. Most of them will qualify as Ensigns. A number will become Lieutenants

Junior Grade, and Lieutenants Senior Grade.

"The training period averages four months. The candidates for commissions in WAVES and SPARS receive their preliminary training at Smith College, Northampton, Massachusetts, or at Mount Holyoke College, South Hadley, Massachusetts."

After indoctrination some will be assigned to active duty, while others will receive special training, the length of which will vary."

In the WAAC, promotion is from the ranks. The WAAC army has been so successful that the extent of replacement of men by women is being greatly extended. There are now over 200 of them in North Africa. They are performing their duties there so satisfactorily that General Eisenhower has requested many more (Time, March 22). Of interest concerning benefits derived, quoting from the same article,

"As members of the Army, the WAACs get many a perquisite: free postage, 6 months pay in death-benefits, national service life-insurance, 20% extra pay for over-

seas-duty, 50% extra for flying-duty, retirement-pay for disability incurred in line of duty."

According to the California law now in effect, teachers who join the Armed Forces may obtain a leave-of-absence for the duration. The present law expires July 1, 1943, but Assembly Bill A.B. 1318, which on March 22 had passed the Committee and was on the floor of the Assembly,* undoubtedly will become law soon. This will "protect the credentials, and tenure and contractual rights of teachers serving in the Armed Forces."

Probably every teacher would like an opportunity for more experiences outside the classroom, experiences which relate to the teaching of his subject. "Life outside the school is, after all, the real world as far as teaching is concerned." Probably many teachers, realizing the importance of education and the shortage of teachers, have decided they can best serve by remaining in their present teaching positions.

Nevertheless, teachers who leave their classrooms for the duration will return to them with a wealth of new ideas, new skills, new sympathies. The schools should not lose in the long run.

*Passed the Assembly and now in Senate Committee on Education.

Something New For Bookkeeping!

PRACTICAL BOOKKEEPING for SECRETARIES and GENERAL OFFICE WORKERS

By FREEMAN, GOODFELLOW, AND HANNA

A text that gives "more of the kind of training really needed to more of those who really need it." This is a vocational text, but it emphasizes a wide variety of the common, practical recording activities, rather than the more theoretical and specialized activities of the accountant. The study material and exercises represent the day-in and day-out duties of general office workers.

Essential procedures are reviewed repeatedly throughout the text; and arithmetic, handwriting, spelling, typewriting, office procedures, and business ethics are integrated with bookkeeping skills—the soundest foundation for the first year of bookkeeping.

LIST PRICE, \$1.84

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO SAN FRANCISCO BOSTON TORONTO LONDON

* Beulah Lemm, member of Executive Board, CTA Bay Section Classroom Teachers Department, has been accepted for admission to the SPARS, Womens Auxiliary of the Coast Guard.

She is a graduate of University of California and has been a faculty member of Albany High School for the past 6 years and is head of the mathematics department.

One Teacher's Room

Syd L. Glass, Assistant Superintendent,
Fresno County Schools

JUST how attractive and yet truly practical a primary grade classroom can be is shown by the accompanying picture, taken at Rosedale School, Fresno County.

The teacher, Mrs. Augusta Newlin, is most commendable for her success in providing her pupils with pleasant surroundings in which they love to work and learn. The desire to learn, created by the lovely atmosphere of the room, is the firm foundation upon which begins the formal education of the little ones in her care.

Note the general appearance of the room, poster-pictures above the blackboard, window-curtains, growing plants on the sill, happy children busy at their work.

In order to provide individual table-space for them, the tables have been divided into 4 parts by means of strips of corrugated cardboard fitted into grooved wooden cleats. Each child thus has one-fourth a table as his very own. Small decorative objects are placed in each partitioned area, which brings real joy to the children's hearts.

A library table is provided for reading and relaxation from the custom-

ary desks. All this tends toward creating a happy, contented class with good work-habits.

* * *

Who's Who in the Western Hemisphere aids in bringing about closer ties between the peoples of North and South America, through a more intimate knowledge of their leaders in the arts and sciences, commerce and industry, politics and public welfare.

This fine biographical encyclopedia is designed to promote Pan-American cultural relationships and to advance the cause of Western Hemispheric solidarity.

R. Rocker is associate editor, address 315 Fifth Avenue, New York City; Dr. Donald Rowland, University of Southern California, is a member of the advisory board.

* * *

For the Emergency

SCOTT, Foresman and Company, Educational Publishers, with home offices at 623 South Wabash Avenue, Chicago, have issued two timely workbooks for use in high school brush-up work, *Arithmetic for the Emergency* (designed for use by students who have a background only in arithmetic fundamentals); *Mathematics for the Emergency* (suitable for students who need review in arithmetic, algebra, geometry, and trigonometry).

These texts, especially helpful for 17- and 18-year-olds who are entering the Service, are already in use in many schools and Army camps. These admirable workbooks, up-to-date and complete revisions of earlier texts, are 64 and 80 cents.

English Teachers

English Teachers Discuss War-Time Problems

Donald L. Cherry, Teacher, Sequoia Union High School, Redwood City

WITH the Problems of the English Teacher in 1943 as the general theme for consideration, California State Association of English Teachers met recently at Western Womens Club, San Francisco.

Dr. George Sensabaugh, of Stanford University, spoke on the English teacher in war and in peace and urged upon the group the continued importance of instruction in the fields of expression.

Preceding the main address, a group of speakers dealt with various phases of the general topic, under the chairmanship of Albert D. Graves, deputy superintendent, San Francisco public schools. Speakers included Marguerite E. Connolly, Marina junior high school, San Francisco, and president of the Association; Mabel Balensiefer, Technical high school, Oakland; Inez Johnson; Gertrude Weatherby, Richmond senior high school; Margaret V. Girdner, supervisor of texts and libraries, San Francisco public schools; Prof. Holland Roberts, Stanford University; and Dr. Eason Monroe, University of California and UCLA.

Such matters as spelling and vocabulary building, using current student-interests, vocational English, classics in wartime, reading in wartime, and books on present-day problems were dealt with briefly by the discussion group.

The meeting was arranged by Edna Keyes, of John Swett high school, Crockett. Mimeographed copies of the proceedings were distributed to the sizeable audience in attendance.

* * *

Glen Fairies

THOMAS Nelson and Sons, Publishers, 385 Madison Avenue, New York City, have brought out *The Fairies of the Glen*, well-written by Agnes Fisher and charmingly illustrated by Zhenya Gay. This lovely fairy-story, with many illustrations in colors, will delight young children and older readers also. It belongs in kindergarten-primary rooms and in homes where there are little children.

Primary Grade Classroom, Rosedale School, Fresno County



Joseph E. Meadows

Honored by Kings County Teachers

RECENTLY at a meeting of Kings County teachers at Hanford, a surprise presentation was made by Principal J. F. Graham, district superintendent, Lemoore Union High School District, to Joseph E. Meadows, veteran educator who retired on completion of his third term as superintendent of the county schools and his 50th year as teacher and school executive.

Mr. Graham expressed appreciation of the service rendered by Meadows to the cause of education and to the community, as a pioneer, agriculturist, educator, realist, and humanitarian.

A handsome easy-chair, presented as a tangible evidence of the esteem in which he is held by Kings County teachers, was gracefully received by the surprised veteran.

From a souvenir folder, prepared by the county school principals as a memento, giving a history of the veteran, we excerpt the following:

Joseph E. Meadows was born in 1869, in Ontario, Canada. In 1890, at the age of 21, he arrived in California after a 14-day freight-train trip with the family's household goods and livestock. His father and family arrived a few days earlier and settled near Huron, in Kings County.

His schooling before coming to California consisted of but 3 years attendance at public school, followed by 10 weeks study at a business college in Ontario.

In 1891, then being over 21, Joe Meadows enrolled in Lemoore Grammar School. In 1892

Joseph E. Meadows



he entered Stockton Business College and Normal School. At the end of the year he passed the teachers county examinations and was granted certificates to teach in San Joaquin, Fresno and Kings Counties.

He began teaching in 1893, 50 years ago, in the Zorro School District. In this county he has been principal of Eureka, Kings River, Sunset, Empire and Lemoore elementary schools. He was district superintendent of Hanford elementary schools and Kings County superintendent of schools for three terms. He has taught more than 30 years in Kings County.

In 1903 he and Clara Nielson, one of his former pupils at Kings River School, were united in marriage. To them were born four children. Mrs. Meadows passed away in 1916 when the children were quite young. Mr. Meadows has been a devoted and wise father.

* * *

Victory Depends on Me

*Major General Walter K. Wilson,
Commanding General, Northern California
Sector, Western Defense Command*

I AM a Soldier, tried and true,
Who fights, in order to subdue
The Axis foe across the sea —
For Victory depends on Me.

I am a fighting Sailor lad
Who sails in weather, good and bad,
To sink our foe upon the sea —
For Victory depends on Me.

I am a bold and brave Marine
Who lands on shores I've never seen
To fight and smash the enemy —
For Victory depends on Me.

An Aviator, bold, am I
Who knocks the Axis from the sky
And sinks their ships upon the sea —
For Victory depends on Me.

I am a steady Working-man
Who works to build the best I can
The ships, the planes, the guns, you see —
For Victory depends on Me.

Americans, let's do our part
And work and work with all our heart.
Let each one say with certainty —
That Victory depends on Me.

God, our Father, to Thee we pray
To guide us on our stormy way.
Inspire, and make each one to see —
That Victory depends on Me.

* * *

Bryn Mawr Raises Its Torch; Shall the liberal-arts tradition be jettisoned? A woman's college answers, is the title of an 8-page article, illustrated in black-and-white and color and with full-page plates, in the

current issue of Fortune. We would add that Mills College, famous California institution, has made an answer similar to that of Bryn Mawr.—Ed.

* * *

Spoken English, Its practice in schools and training colleges, edited by J. Compton, a worthy text of 250 pages, published by Methuen of London, England, is distributed in United States by The Sherwood Press, Box 552, Edgewater Branch, Cleveland, Ohio. It deals with problems of speech through the school program.

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Busy teachers will appreciate the convenient daily lesson plan. The text presupposes intermediate algebra and plane geometry.

Contents: 1. Introduction. 2. Instruments. 3. Meteorology. 4. Contact Flying. 5. Dead Reckoning. 6. Radio Navigation. 7. Celestial Navigation. 8. General Review.

D. C. HEATH AND COMPANY

San Francisco, California

WHAT DO YOU LOVE?

Henrietta Holland, Teacher of Social Living, Sturges Junior High School,
San Bernardino

YOU may think this a peculiar question to ask a teacher. No doubt it is an unusual one. We talk about what you think, what you do, what you wear, what you eat, what you believe, what you know, and what you teach, but we seldom talk about what you love.

And yet, what you love is perhaps the most important phase of you, for it largely determines what you do, what you wear, what you eat, what you believe, what you know, and even to a considerable extent, what you teach.

In fact, E. Stanley Jones goes so far as to say that, "The end of an education is not what you know, but what you love." An education which consists simply of encyclopedic knowledge is worth little. But an education that brings appreciation, understanding, and happiness is not so easily acquired. That education cannot be had simply by memorizing an encyclopedia. It must come through love.

Our actions are determined not so

much by what we know as by what we like. We may *know* that dishonest people are often arrested and punished, but unless we *love* honesty, we are not likely to be honest if temptation presents itself. We may know that democracy needs our support, but unless we love democracy, we are not likely to do very much about it. Our emotions rather than our intellect guide our everyday actions.

For that reason it is important for you as an individual to love the best and most worthwhile things in life, but it is even more important for you as a teacher to love the right things so that you can help your pupils to learn to love them, too.

Don't spend *all* your time giving the children in your classroom information. They can get that from a book.

Try to give them that far more valuable something they cannot get from a book—inspiration. Teach them, by your example, to "love" the right things. Show them that love of the right things makes life meaningful and worthwhile and brings happiness.

In order to evaluate your own education as well as that which you are striving to give your pupils, it is a good idea now and then to ask yourself what *you* love. Although opinions vary as to what we should love, there are some "loves" which seem basic for the teacher who is to live the "more abundant life" and transmit that to her pupils:

1. Do you love life? Do you enjoy living just for the sheer physical joy of living? This means that you must have excellent physical health as well as mental poise.
2. Do you love people, and particularly children? Do you see the good in others, as well as their faults?
3. Do you love the eternal things of life—the freshness of spring, the warmth of summer, the crispness of fall, the beauty of Nature, the blue of the sky, and the glory of sunsets?
4. Do you love goodness, mercy, truth, honesty, kindness, consideration, and the other "intangibles" by which we live?

5. Do you love God—the embodiment of goodness, mercy, and strength?

It is interesting to make a list of the things you love most. If your list does not include all the things embodied in the questions above, don't be disturbed. There is no hard and fast rule for what you must love. The most important thing is that you love.

The feeling of love is essential to your happiness and to the welfare of your class. Love, first, and then constantly evaluate your love so that you will love more and more of the good things of life. And with all your loving, beware of loving two things. Do not love evil, and do not love yourself.

* * *

World of Music

GINN and Company, with Pacific coast headquarters at 45 Second Street, San Francisco, have issued a beautiful new, greatly enlarged and revised, 6-book edition of *The World of Music, Elementary Vocal Course*, for the elementary grades.

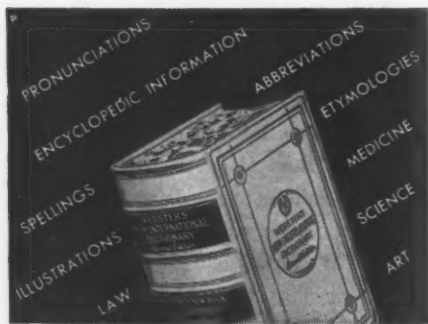
Titles and prices are: *Listen and Sing*, 76c; *Tuning Up*, 80c; *Rhythms and Rimes*, 84c; *Songs of Many Lands*, 84c; *Blending Voices*, 88c; *Tunes and Harmonies*, \$1.

The complete *World of Music Series* comprises about 30 books as follows,—kindergarten, 3 books; elementary vocal 7; grade 7 and 8, 3; ungraded schools, 2; junior high school, 3; music appreciation, 3; piano, 2; orchestra, 3; band, 3. Detailed information may be obtained by addressing the publishers.

* * *

Guidance Pamphlets

COUNSELORS, deans, teachers, librarians, students, parents and others interested in vocational guidance will find helpful material in a new list of 25 free pamphlets on 17 different occupations, including names and addresses of the publishers from whom the pamphlets may be obtained upon request. To get this list send 25c to Occupational Index, New York University, New York City.



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WEBSTER'S NEW INTERNATIONAL
DICTIONARY Second Edition

MARIPOSA HIGH SCHOOL

WHAT PRICE EDUCATION IN THE MOUNTAINS?

J. L. Spriggs, Principal, Mariposa County High School

DEEP in the foothills of the Sierra Nevada Mountains, in the historic old mining town of Mariposa, is situated Mariposa County High School*, which, according to the Mariposa Gazette, oldest newspaper in California still in circulation, is above the fog and heat of the Central Valley and below the deep snow of the higher mountains.

It is found on the All-Year Highway just 45 miles from world-famous Yosemite National Park. In fact, the high school at Mariposa is a county unit and the high school district includes all of Mariposa County, which in turn includes Yosemite National Park.

Because of the size of the district, (15,340 square miles) transportation in Mariposa County has always been a serious problem. Extreme distances, mountainous roads, long climbs, snow- and mud-conditions in winter, exact their toll of damage to equipment and their drain on the nervous energy of the passengers.

Since schoolpeople in populous urban centers have no idea of what conditions are in mountainous areas, the author thought it would be enlightening to analyze the transportation situation in Mariposa County and uncover the facts. The charts presented with this article are based upon approximately 103 unselected cases which are typical and can be used as percentages.

For 3 years previous to the war the total enrollment at Mariposa County High School reached 240 pupils. For the present year the total enrollment is about 140, indicating a loss of ap-

proximately 40% in the school population of the county, due to the demands of the war industries.

The distribution of the remaining students over the county, however, remains relatively constant which permits the use of the number of individuals falling in a group to be considered as the percentage in that category. The number of cases used was the number of pupils in school on the day the questionnaire was given.

Chart No. 1 presents the times at which pupils leave home for school. There are several leaving at 6:30 in the morning which is not unusual. In the past a higher percentage would represent the true situation. Those who ride or walk any distance to catch the bus at the end of the run must necessarily start before seven o'clock in the morning, depending upon the distance involved. A little over three-fourths of the student-body leave home for school during the winter months before sunrise. Half of the students start out for school in the total darkness.

This situation has been aggravated, of course, by the advent of "war time." The administration dared to suggest that the opening of school be delayed an hour but the plan was abandoned immediately under a hail of protest from students and patrons alike.

Chart No. 2 gives the times at which students arrive at home in the evening. Several with long walks reach home sometime after sunset, even with war time.

Chart No. 3 lists the total times spent by pupils in school and en route to and from school. The median or middle case spends 8 hours and 18 minutes in this way. It is enlightening to note that 58% of the student body put in more than the regular eight hours of time recognized as a days work in industry. Close to 22%

* Mariposa County High School has a normal faculty of 11 teachers. The courses offered include college preparatory, science, commercial, home-making, mechanical, music, and Smith-Hughes agriculture. The plant consists of a plot of 20 acres, a new class-building and auditorium costing \$152,000, shop, agricultural building, and bus garage. An adequate gymnasium is being planned to complete the setup.

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55 FIFTH AVENUE, NEW YORK

1. When Pupils Leave Home for School

This chart shows the times at which students leave their homes for school each morning.

			Dark		Sunrise		
			x	*	*	x	
	x		x	*	*	x	
	x		x	*	*	x	
	x		x	*	*	x	
	x		x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
	x	x	x	*	*	x	
x	x	x	x	*	*	x	x
2	18	10	21	15	11	21	1
6:21	6:41	7:01	7:21	7:41	8:01	8:21	8:41
6:40	7:00	7:20	7:40	8:00	8:20	8:40	9:00
Total — 103			Median — 7:37		Range 6:30-8:50		

77% of the students start to school before sunrise.
50% of the students leave home in the total darkness.

spend 10 hours or more, and several even spend over 11 hours per day, to gain a high school education.

Chart No. 4 illustrates the total distances traveled each day by students.

The median distance is 24 miles. The total distance for quite a number exceeds 90 miles per day. One enterprising lad from Yosemite Valley figured out that he had traveled a total

of 64,800 miles in earning a diploma from Mariposa High School.

At present the Mariposa County high school district operates a fleet of 5 buses, transporting approximately 80% of the student-body. Under normal conditions 8 buses are used to carry the same percentage for just about the same distances.

Our longest bus route is the 47-mile Yosemite run which brings pupils from Yosemite Valley at an elevation of some 4000 feet, drops down by the All-Year Highway to 1200 feet at Briceburg in the Merced River canyon, then climbs back to 3000 feet at the summit of Briceburg grade, arriving finally at Mariposa where the elevation is approximately 2000 feet.

The most dangerous run is the Coulterville route. It leaves Greeley Hill at about 3000 feet, passes through the historic old goldmining settlement of Coulterville and drops down by way of the Forty-nine Highway to some 1000 feet at Bagby in the Merced River canyon. From there it winds up 2500 feet by way of the treacherous Bagby grade to the town of Bear Valley, which contains the ruins of the home of John C. Fremont, famous statesman and soldier of early California history. The route then follows the fabulous Mother Lode through Mt. Bullion into Mariposa for a total distance of 38 miles.

Other routes are long and muddy but not particularly dangerous as mountain roads go. Several years ago after one storm, however, the Bootjack bus arrived 4 hours late, having been forced to clear away 19 trees that had fallen across the road in various places. A saw and axe are still standard equipment on several runs.

In certain cases the transportation situation is quite astonishing. The following examples, though atypical, illustrate problems encountered in the county. For instance, Wayne walks $4\frac{1}{2}$ miles up the railroad track to catch the bus at Bagby and then rides 17 miles to Mariposa. He says the walk home in the evening is the hardest part of the round-trip.

Berwyn, age 14, rides a horse 6 miles over Colorado mountain to catch the bus for high school. He says on rainy days,

A new book by Mabel Vinson Cage—

What About Your English?

Price, \$1.30

- Easy, informal, practical
- Demonstrates language in use in situations familiar to junior high school students
- Relates language to active interests of students—movies, radio, hobbies, games.
- Features these sections:

PREPARING FOR THE FUTURE (vocations)

YOUR OWN BUSINESS (business procedure and business use of language)

THESE AMERICANS (emphasizing rights and duties of good citizens)

HARR WAGNER PUBLISHING COMPANY

San Francisco

California

when it is slippery, he usually gets home by 6:30 or 7 pm.

Georgetta, Imogene, and Christine, drive a car 3 miles over a one-way mountain road to catch the bus at 7 am at Greeley Hill, from where they ride 38 miles to Mariposa.

Dorothy walks 2 miles over Indian Peak to catch a ride with Richard who drives 8 miles to meet the bus for a 6-mile ride to school. She usually does not come when it is stormy.

Royal drives 12 miles from Green Mountain to catch the bus for a ride of 8 miles to school. After heavy storms, as his road cannot be traveled because of high water in two fords, he sleeps in the bus garage at school.

For programs and plays the buses are held until after the performance which is usually over by 10 o'clock. The buses are not held too frequently, because those who have long walks after leaving the bus will not get home until midnight and after. However, the students never seem to complain at having to stumble home for miles in the dark, late at night.

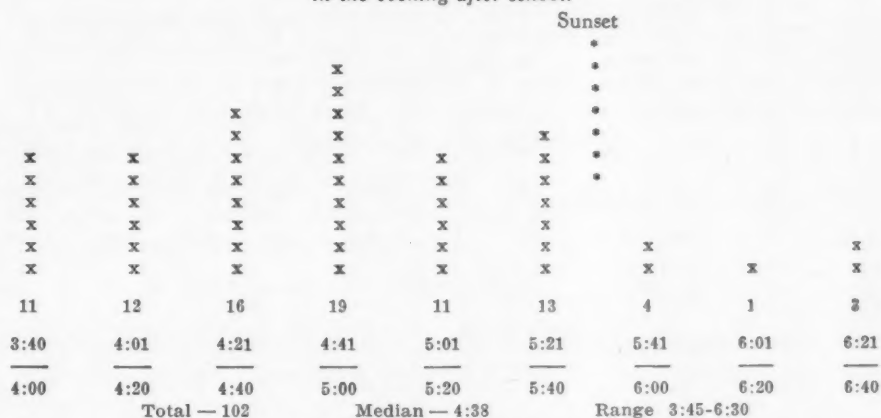
Feeding and entertaining the student-body is also quite a problem when the buses are held over. Food for 200 hungry mountain boys and girls is truly something. Between the cafeteria and hot-dog sales by student-organizations, they manage. For entertainment between the close of school and the beginning of the program there are athletic games for the boys, dancing for those so inclined, cards and games for the quiet ones, and study-hall for those who wish to study.

BUT times are no longer what they used to be. Slowly but surely transportation facilities in such mountainous areas as Mariposa County are improving. Roads are being graded and oiled. Bog-holes are being filled with rock, so that buses are miring down less frequently and passengers now seldom have to get out and push. Fords are being provided with concrete foundations. Bridges are being built over the deeper streams so that buses no longer have to wait for the water to go down in order to get the children home after a storm. Students seldom reach school soaking wet, as they did in the old days. They are now consistently missing less than a week out of the school term because of heavy storms, such as caused them to lose six weeks during the winter of 1935.

Such is the price of education in the mountains. The pioneer spirit is still alive in the sturdy youth of Mariposa County. They surmount all transportation difficulties with a grin in their effort to gain an education. May their sterling qualities merit the recognition they deserve!

2. When Pupils Reach Home After School

This chart shows the times at which students reach home in the evening after school.



Charts 3 and 4 are on Page 30

Two important new mathematics books issued by D. C. Heath and Company, 285 Columbus Avenue, Boston, are:

1. *Essentials of Business Arithmetic*, by Kanzer and Schaaf, revised edition; 276 pages, price \$1.48. It is planned especially for use in a full year course of study.

2. *Essentials of Algebra*, complete second year course, by Walter W. Hart; 480 pages, price \$1.68. It is for schools that give a years work in second course algebra and especially for schools that give advanced or college algebra.

Intercultural Relationships and Educational Problems is a 12-page mimeographed bulletin, issued by U. S. Office of Education, Washington, DC, and prepared especially for school-people whose schools or classrooms include children of minority groups.

It is an obligation, declares the foreword, of those who have long enjoyed the opportunities which our Republic offers, to assist those whose experiences of this kind have been relatively limited, better to understand and appreciate the American way-of-life.

Books for the Wartime Program in American Education

Ayres:	Basic Mathematics for Aviation.....	\$2.20
Clark-Gorton-Sears-Crotty:	Fundamentals of Machines.....	\$1.24
Cameron:	Brief Trigonometry	\$1.35
Buchan-Borthwick-Wadden:	Aviation Mathematics	\$.88
Hammond:	Concise Spherical Trigonometry.....	in press
Herzberg-Paine-Works:	Happy Landings	\$1.48
Huntington:	Four-Place Tables of Logarithms.....	\$.90
Morgan-Foberg-Breckenridge:	Plane Geometry, 1943 edition.....	\$1.48
Geisel:	Personal Problems and Morale.....	\$1.80
Slosson:	Why We Are at War.....	\$.56
Oberteuffer & Bechtel:	Health Activities and Problems.....	\$.72

Write for Circulars and Discounts

HOUGHTON MIFFLIN COMPANY

San Francisco

INDUSTRIAL EDUCATION

THE CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION

*Warren P. Dayton, State President; Director, Vocational Education,
Sacramento City Unified School District*

CALIFORNIA Industrial Education Association is a state-wide organization made up of trade and industrial educators, industrial arts teachers and many school administrators and friends of industrial education throughout the state.

It is closely affiliated with the NEA, CTA, and part-and-parcel with American Vocational Association, the national organization that sponsors most of the forward-looking movements in our industrial education.

Geographically its sections correspond closely to those of the CTA. The state organization serves as a coordinator of the various sectional groups.

The State Association stands squarely behind the Federal Commission for Vocational Education and the California Plan as sponsored by the State Department of Education.

To know its real objectives one needs but to follow its program as exemplified in the various strong trade centers and Industrial Arts departments in the high schools and colleges of the state. Seeking to promote good fellowship and interchange of ideas and methods, its peace-time program has become concerned with many progressive phases of occupational life and the stimulating field of the non-vocational Practical Arts.

As the war clouds began to gather our members swung into the federally-sponsored National Defense Training Program, known since Pearl Harbor as War Production Training. Many of the peace-time programs had to be modified, changed over or eliminated for the duration. However, the close tie-up of trade and industrial education with industry has made the sudden change effective without too much friction and lost motion.

Safeguarded by strong advisory committees made up from both em-

ployers and craftsmen, the program has now shifted into high-gear in all of our industrial and educational centers. In the early stages of the NDT program many classes had to be held as refresher courses to quickly retrain or augment the training of former craftsmen for immediate entry into the rapidly expanding war industries.

In the lead came the main crafts connected with the shipbuilding and the airplane industries. Short intensive pre-employment courses have been operating in shifts around the clock. Many and varied supplementary classes are now challenging the time of our former trade instructors as well as hundreds of new teachers suddenly recruited from the ranks of industry. In-service training, off-reservation training, mechanic learners courses and mechanical training for military personnel; all are

familiar programs these days and leave but little time for the laissez faire type of peacetime industrial education.

Many of our members — directors, supervisors and teachers, have been transferred from school systems to industrial plants. Their training and experience have made them leaders in the education programs of the aircraft manufacturing plants, shipyards and repair depots. Scores of our trade instructors and industrial arts teachers have received commissions and, as staff officers in the Army and Navy, are doing effective service in the training programs of the Armed Forces.

Curtailment and Closing

The lowered draft age and the call of our young men to industry and the military occupations, together with the call of our trade and industrial teachers to the war effort; these are factors that have resulted in the curtailment and, in many cases, the closing of day-trade and technical institute classes.

The apprenticeship programs have likewise been affected by the same causes, but where the classes have discontinued, efforts are being made to hold together the local committees and a skeleton organization

Announcing ARITHMETIC READINESS

PART I AND PART II

New, attractive number work for First and Second Grades by Lennes, Rogers, and Traver, authors of LEARNING ARITHMETIC.



*Illustrated by
MILO WINTER*

★ Here is new, attractive, scientifically prepared number work, to teach beginners their number concepts, to give them an arithmetic vocabulary, and provision for mastering the 100 addition and subtraction facts. The books are attractively illustrated by Milo Winter, many of the pictures being delightful Mother Goose characters which children of these grades so thoroughly enjoy.

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of which more than 20 million copies have been sold, will strengthen your arithmetic course in Grades 3 to 8. They are simply planned to develop efficient skill

in solving problems and contain excellent test provisions. They cannot fail to raise the standards of arithmetic achievement in your schools.

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San Francisco, California



Warren P. Dayton, President

ready for quick resumption of the program when peace returns.

Particularly affected are the industrial arts programs in junior and senior high schools. The scarcity of many materials has forced—and I think fortunately—a change in courses-of-study and peacetime procedures. The war program has entered the school-shops in the form of Red Cross projects, the nation-wide program of scale-model airplane-building and the pre-induction program for the upper grades. Shop classes for girls are becoming popular.

The emphasis has moved away from the project to the process, and the pre-vocational objectives of tool skills, knowledge of materials, shop sense and safety, are being given timely attention. All in all, the peacetime program of former days is in cold storage for the duration and the school shops are mobilized for the war effort.

Two most stimulating effects upon industrial education will result from the changes brought about by the present emergency—first, the practical experience our teachers are getting in their industrial contacts, and second, the entrance of new blood to the program by the incoming of new experienced men from the industrial plants. No doubt many War Production Training instructors, being recruited from industry, will stay in the teaching profession after the war. California Industrial Education Association is making it a major part of its present business to welcome these men into the organization and secure their help in building a sounder program for the coming post-war industrial era.

WITHOUT doubt the war will have brought about drastic changes in the whole school program, most assuredly in trade and industrial education. The new developments in air transportation and communications will result in these fields taking the lead in industrial progress. The development of synthetics and the various substitutes will open entirely new fields for industrial development. Labor relations and social security problems will force education into new channels with new objectives. Vocational and industrial educators will need to meet these inevitable issues squarely and with open mind.

Postwar Planning

This brings us to the major problem of our State organization outside of our present war program,—that of planning now to build the framework for an adequate program to meet the demands of the post-war industrial world and to properly absorb and train the thousands of men and women that will be thrust upon us for all kinds of training after the war. Rehabilitation education will again be a major problem as well as the retraining of thousands who have had to follow some specialized activity in the war program and will need supplementary or all-around training in the crafts of their choice. Individually and collectively the members of CIEA are making these future problems their concern now.

The Association held its winter council at Fresno in January, at which time plans were laid for the annual convention at Sacramento in April. It has since become apparent that this meeting, along with similar conventions, should not be held this year for reasons with which all are familiar. Another council will be held late this spring to transact the business and lay plans for furthering the program of the association.

* * *

Social Science

Mary E. Sherwin, Teacher, La Jolla Junior High School, Placentia, Orange County

TO con the past
With critic's eye,
Preserve the true,
Disdain the lie;

Life's challenge take
With zeal today,
In strenuous work
And laughter-play!

The future's Grail
By sunrise hurled,
Shall make a free
And peaceful world!

Macrae-Smith Books

Reviews by Roy W. Cloud

MACRAE-Smith Company, publishers, of 1712 Ludlow Street, Philadelphia, recently produced five books which are a real acquisition for any school which obtains them. They are all printed in large, readable type. Many illustrations in each add materially to the interest of reading-matter.

First in the list is *Pico and the Silver Mountain*, a charming story of a little Mexican boy, who left his home in Mexico City and traveled to Taxco, The Silver City, the birthplace of his parents. Pico desired above all else to be a silversmith. Margaret Phelps tells his story in a manner which children will remember; Ann Eshner supplied the illustrations. Price, \$1.75.

Second is *Pack Jack Trails*, by Addison Talbott, illustrated by Sanford Tousey. The story centers about a summer vacation in Colorado. David and Johnny Brown, aged 10 and 12 years, accompanied by Ike Potts, a friendly old prospector, have adventures that will hold the interest of every young reader. Cubs and Scouts who read this book will find many incidents similar to those which they themselves have experienced. Price, \$2.

Roll Out the Tanks is a graphic description of the experiences of Dick Kennedy, who left his studies at Massachusetts Institute of Technology and secured a job on the production-line of a big automobile-factory in Detroit. Dick's first job consisted of connecting the wire for the lights, the horn and the starter of the big autos which were turned out every few minutes.

Dick is a real boy and his progress will give zest to many other real boys in America. William H. McGaughey is author of the book, which is illustrated by Paul Quinn. Price, \$2.

On Wings for Freedom, written and illustrated by Edward Shenton, will find a ready place in our schools. In simple, graphic pictures and in well-told stories are recorded the heroic deeds of American aviators during the first year of World War II. Deeds and names that will go down in history are here recorded. Price, \$2.

Last is *Fighting Dan of the Long Rifles*, the story of General Daniel Morgan, one of Washington's most trusted generals. This story gives every reader a new appreciation of the struggles and privations of our brave forefathers in their fight for freedom. Young people and grown-ups will enjoy this book. Sidney W. Dean is the author and Manning de V. Lee is the illustrator. Price, \$2.50.

In Memoriam

California School People Recently Deceased

Mrs. Melissa Wilson, age 73, who was one of the oldest teachers in active service in Northern California and had taught for many years at Dixon, Solano County, recently died. She was a member of Rebekah, Native Daughters and Pocahontas orders of Dixon.

Jessie R. Smith, founder and for many years principal of Santa Rosa Junior High School, and one of Santa Rosa's oldest and best-beloved teachers, passed away at a party which a group of her teacher-friends and former students had planned for her, at her home in Santa Rosa.

She was the daughter of Thomas Smith and Ellen McLaughlin Smith and granddaughter of Jacob Smith, who came West across the plains in the earliest Covered-Wagon Days and was one of Santa Rosa's foremost pioneers. For 23 years she was head of the Junior High School. Previous to that time she had been principal of Santa Rosa's three largest schools, first in the Lincoln, then in Fremont, then at Burbank.

In a recent junior high school annual, a poem was written about Miss Smith by one of the students. One stanza is

*"Kind and gentle as a mother is,
Sincere as any friend,
Showing for us love and feeling,
Working for us to the end."*

Jesse M. Hawley

A Tribute by W. K. Cobb, Ventura

JESSE M. HAWLEY, superintendent of Fillmore high school district, died March 13, at Foster Memorial Hospital, Ventura. His untimely passing is a tragic loss to the school district and to the schools of Ventura County and the State of California as well.

Jesse Hawley went to Fillmore in the fall of 1938, having served as principal and district superintendent of Carpinteria High School for 10 years prior. Before that time, he taught for two years in San Diego.

His leadership in educational capacities was outstanding. He was recognized as one able to look ahead and to plan continuously-better educational programs.

Among many honors that came to him were membership on the executive board of California Secondary School Principals Association, of which he was vice-president and program chairman at the time of his death; membership in Committee of Affiliation with Secondary Schools of University of California; membership in Phi Delta

Kappa, Society for Curriculum Study, and California Society for Secondary Education.

Those of us who were nearest to Jesse appreciated him for his splendid educational leadership in county and state-wide affairs, and for his enduring love of young people and his desire to help them.

William F. Ewing

A Tribute by William R. Odell, Oakland

TO the hundreds of men and women in California—teachers, fellow school-administrators, former students, civic leaders, neighbors, fellow travelers—who knew and loved William F. Ewing,* the news of his death on March 31 has brought the grief of personal loss and the sadness which attaches to an untimely passing.

For the many friends who survive him, this passing leaves a vacant space in human relations which no one else can fill. We are suddenly and poignantly aware of how unusual "Bill" Ewing was in combining for the service of his fellowmen unswerving integrity, dignified simplicity, a positive genius for personal friendship, and a high degree of professional competency.

Mr. Ewing started teaching an un-

*See also this magazine, March issue, 1943, pages 6, 7.—Ed.

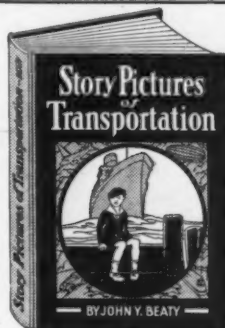
graded district school in Indiana when he was 18 years old, and he continued in the teaching profession for 47 years, with only enough time out to round out his professional training and to gather academic degrees. He was a student at 3 teachers colleges and 5 universities.

His first teaching position in California was as instructor in mathematics at the University of the Pacific in San Jose in 1902. During the next 12 years he taught mathematics successively in Palo Alto Academy, California Polytechnic School at San Luis Obispo, and Cogswell Polytechnic College in San Francisco.

In 1914 he went to Oakland, where after a brief experience as an elementary school principal, he was appointed vice-principal in Technical High School. Here he remained for 5 years until 1920, when he was called to be principal of Pasadena High School and later developed the Pasadena Junior College.

In 1927 Mr. Ewing returned to Oakland as assistant superintendent of schools; in 1940 he was elected superintendent. This position he held until his death.

Even from this bare enumeration, we can gather some idea of the breadth and richness of Mr. Ewing's professional accomplishments. But only those who knew him and worked with him can appreciate the contribution to the lasting values of human living which he wove into every relationship in which he worked, and how, as the years increased his prestige and the circle of his acquaintanceship, he influenced the course of educational progress in California toward goals of scholarship, service, and cooperative effort.



the PRIMARY SOCIAL STUDIES SERIES

Each book meets a definite aim and objective by systematically and scientifically contributing to the child's understanding of the world about him. Each book illustrated by pictures in color. Grades 1-4.

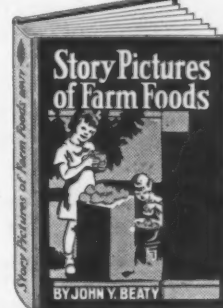
- Come and Read (Preprimer), 24c
- All Around Us, 80c
- A Day in School, 72c
- Home is Fun, 80c
- Story Pictures of Our Neighbors, 84c
- Story Pictures of Transportation, 88c
- Story Pictures of Clothing and Shelter, 92c

FARM LIFE READERS

The Farm-Life Readers develop an appreciation of life on the farm. The books tell of man's dependence on the farm for food and clothing, and of the relationship between farm, city, and home. Illustrations from photographs. Grades 1-3.

- Story Pictures of Farm Work, 72c
- Story Pictures of Farm Animals, 72c
- Story Pictures of Farm Foods, 76c

Correspondence solicited. Ask for descriptive booklets, mailed free.



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CTA Honor Schools

School Staffs Enrolled 100% in California Teachers Association

Southern Section

Imperial County — Holtville, Imperial Union high.

Los Angeles City — Alessandro, Aragon Avenue, Cabrillo Avenue, Eagle Rock, Elysian Heights, Fletcher Drive, Liberty Boulevard, 184th Street, Santa Barbara Avenue, Toland Way, University, Vermont Avenue, Superintendents Office.

Los Angeles County — Burbank-Emerson, Lincoln, Castaic.

Orange County — Savannah, Centralia, Orangethorpe and Stanton.

San Diego County — Bostonia.

Ventura County — Pleasant Valley.

Northern Section

Lassen County — The teaching staff of Lincoln Elementary School in Susanville is enrolled 100%. The entire staff enrolled in November, 1942, for this year. Mrs. Carrie Sovy is principal; the teachers are:

Mrs. Letha Rummel; Mrs. Pearl Ross; Mrs. Mrs. Isabel Scheinkoenig; Mrs. Isabel Corson; Mrs. Elnorah Galbraith; Dorothy Yount; Reina Heavener.

Placer County — Rocklin Elementary.

Central Section

Madera County — E. W. Kennedy, Madera, reports the following schools enrolled 100%:

Ahwahnee Sanatorium, Alamo, Alpha, Arcola, Ashview, Bailey Flat, Bass Lake, Berenda, Bethel, Howard, Knowles, La Vina, Madera Union High, Manganita, Spring Valley, Sweet Flower, Central, Chowchilla Elementary, Chowchilla Union High, Coarse Gold, Dixieland, Eastin, Fairmead, Fresno, Gertrude, Hawkins, North Fork Union Elementary, Polk, Ripperdan, Sharon, Tharsa, Trigo, Webster, Raymond.

Chouinard Art Institute

HENRY LEE McFEE—Painting (Still Life)
Continuous Day & Night School

Special Summer Session

June 28 — August 6

For Teachers and Students

741 SOUTH GRANDVIEW - LOS ANGELES

Resolutions for NEA Indianapolis Meeting

NEA members wishing to present resolutions for consideration by the NEA Resolutions Committee at the meeting of the Representative Assembly, June 28-29, Indianapolis, may send such resolutions to the California Representative to the Resolutions Committee, Marion Avery, University High School, 58th and Grove Streets, Oakland.

OBSTACLE COURSE

Lloyd Erhard, Teacher, Physical Education Department, Salinas Union High School, Monterey County

AT present, with physical fitness being stressed on all sides, an obstacle course of some shape or form is a "must" on every physical education program.

The following is a set of obstacle relay races which requires the equivalent in agility and coordination for that required by a constructed obstacle course. Hurdles are the only equipment needed.

Have a class line up and count off by two's or let two boys choose teams. Hurdles are arranged on the football field. The teams are lined up in two columns. Following is the course in the order it should be run:

1. Four hurdles are placed at the 50-yard line in front of each team. The race is similar to the potato-race. The first boy on each side walks, trots, or runs carrying a hurdle and places it on the farther side of the goal-posts.

Then the boys run back and touch the hand of the next boy who must carry the next hurdle out to the same position. After all the hurdles have been carried out by the first half of the team they must be brought back in a similar fashion by the other half.

For example, if there are 8 on a side, 4 hurdles should be used. The number of hurdles will vary with the number of contestants.

2. Three low hurdles are arranged 20 yards apart. The teams are lined up with half of the team at each end of the row of hurdles. This is a regular shuttle-relay. If a boy knocks down a hurdle he must place it in its original position before continuing on to the next hurdle. A similar race may be used for larger boys (probably Juniors and Seniors) in which the high hurdles are used.

3. This relay race is a maze-run. The high hurdles are arranged in rows, approximately 2 yards apart. The instructor stands at one end and acts as a pylon. Also from this position he has a good view of all the activity. The boys of team A line up behind one row of hurdles, while those boys comprising team B line up behind the other row.

The object is to run through the course by running first on one side of a hurdle, and then on the other side of the next hurdle, continuing to alternate throughout the course. The contestant must not touch the hurdles nor the instructor.

4. The hurdles are placed in the same position as in race 3. The teams are lined up in the same way. The object is to crawl or jump through the hurdles one after another around the course. The contestant is to go under the first hurdle and through the middle of the second, alternating all the way around the course.

One will find numerous styles which add spirit to the race. This race brings out the awkwardness in the boys.

* * *

Publicity

Educational Publicity, by Benjamin Fine, a book of over 300 pages, issued by Harper & Brothers, 49 East 33rd Street, New York City, is an extraordinary compendium of information, case-material and tested suggestions, on the whole field of publicity for educational organizations and movements; price \$3.

It is written to supply guidance to such educational groups as superintendents of schools, principals, boards of education, parent-teacher associations, teacher organizations, colleges and all other groups trying to acquaint the public with the activities of educational organizations.

University of California

1943 Summer Sessions

UNIVERSITY of California announces the institution of a new type of summer session within the framework of an enlarged division of University Extension.

The 1943 summer sessions will be held on the Berkeley and Los Angeles campuses, for 6 weeks June 28 to August 6.

The summer sessions will be open, as usual, to all high school graduates and others over 21 years of age who are able to profit by the instruction offered. The courses have been selected with special reference to their suitability for specialized study and adult learning within the wide variety of fields represented in the University curriculum.

Meeting Emergencies

Numerous features have been planned to meet emergencies which have arisen because of the war effort. Teachers have been called to fill vacancies in fields unfamiliar to them; some high school graduates will need to complete matriculation requirements; certain students who are candidates for degrees in the regular curriculum and who are unable to attend the full sixteen week term will find the summer sessions offering adequate to their needs.

The sessions will run concurrently with the new 16-week summer terms offered on both campuses which will be open only to students who have met the formal admission and residence requirements. Summer session students will not be obliged to meet these formalities, nor to submit transcripts of record.

For the Bulletin of the Summer Sessions, containing complete announcement of courses, information concerning duties and privileges of students and auditors, and fees and other expenses, write to Summer Sessions Office, either 222 Administration Building, University of California, Berkeley, or 242 Administration Building, University of California at Los Angeles, Los Angeles.

* * *

OPA Bulletin for Schools and Colleges is distributed through OPA offices to city, county, state and college school administrators and supervisors; to high school, college, and public libraries; to professional organizations and publications; and to the community service members on local war price and rationing boards.

Dr. Walter W. Isle is regional educational services specialist, 1355 Market Street, San Francisco.

D. C. Heath and Company, publishers of textbooks, 285 Columbus Avenue, Boston, announce the following important new titles in the field of foreign languages,—

Estrada: Campo (Fahnestock and de Mayo), \$1.20; Payro: Sobre Las Ruinas (Jones and Alonso), \$1; Kany: Spoken Spanish for Travelers and Students, \$1.28; Jeanneret: Pour Lire Avec Plaisir, \$1.20; Pusey, Steer, Morgan: Readings in Military German, \$1.50; Cioffari-Van Horne: I Miel Ricordi (Graded Italian Readers, Book IV), 32c; Kany-Speroni: Advanced Italian Conversation, 48c; Kany-Figueroa: Intermediate Portuguese Conversation, 36c; Military French, by Francois Denoeu, \$1.75.

I Remain

"Large Percent WAACs Former Teachers"

Elizabeth Raven, Crows Landing

BUT I shall remain as our numbers diminish

To "nurture the sensitive plant,"

Grow mellow with years, and eventually finish

As somebody's maiden aunt.

TODAY AS NEVER BEFORE TEACHERS THROUGHOUT THE NATION ARE ALERT

To meet the unprecedented responsibilities — and opportunities — within their vocational calling. With this in mind, the University of California Summer Sessions are wide in scope, typifying the magnificent spirit of the people in their cooperation with the vital issues of war. Every effort has been made to offer courses which will contribute to this larger plan of fulfilling the present emergency requirements of adaptation and change, while yet looking ahead with foresight into the future's needful program of reconstruction.

Open as usual to all high school graduates and others over 21 years of age who are able to profit by the instruction offered, Summer Sessions begin on June 28 and continue until August 6 on the Berkeley and Los Angeles campuses. Needs of matriculation students, as well as of those candidates for degrees in the regular curriculum, have been met with a wide variety of courses in fields represented in the University course of study.

Summer Sessions students will not be required to submit transcripts of record nor meet the formalities of the 16-week 1943 Summer Terms, also being offered on the Berkeley and Los Angeles campuses. For the Bulletin of Summer Sessions, containing the complete announcement of courses, fees and other expenses, address: Director of Summer Sessions, 222 Administration Building, University of California, Berkeley, or 242 Administration Building, University of California, Los Angeles.

UNIVERSITY OF CALIFORNIA SUMMER SESSIONS

Berkeley and Los Angeles

June 28 to August 6

School Children and the War is the title of a timely series of excellent leaflets issued by the U. S. Office of Education, Washington, D. C. Titles are, — 1. School services for children of working mothers; 2. All-day school programs for children of working mothers; 3. Nursery schools vital to America's war effort. Five cents each; address the Superintendent of Documents, Washington, D. C.

* * *

Elementary Aviation

D. C. HEATH and Company, whose Pacific coast offices are at 182 Second Street, San Francisco, George T. Babcock, manager, have issued *Elementary Aviation*, by L. W. Moore, noted on page 21 of our March issue.

Written especially for use in high school pre-flight courses by a high school teacher who holds a CAA ground instructors certificate, the text is so organized and presented that it can be used by physics or mathematics teachers without specialized knowledge of aviation.

This timely text of 230 pages has many illustrations, charts, and tables. The course may be given during any semester of the last two years of high school to pupils who have had two years of mathematics; price \$1.60.

Boy Meets Girl

AMERICAN Social Hygiene Association, 1790 Broadway, New York City, has issued a valuable 32-page booklet entitled *Boy Meets Girl in Wartime*, printed for distribution on a sufficiently wide basis to test its practical value.

Those who prepared this pamphlet had in mind particularly such personnel as USO hostesses and groups working with them; but the pamphlet has been phrased so that it may be used with all young women of this age group, if its value for such broader use is demonstrated.

Dr. William F. Snow, chairman of the committee which prepared the illustrated booklet, is soliciting opinions, criticisms and suggestions regarding the pamphlet and methods of distribution and use.

A copy may be obtained by addressing the Association as above; price 10c.

* * *

The Board of Trustees, Coronado Unified Schools, San Diego County, recently set the minimum for all elementary school teachers at \$1600 and raised the maximum to \$3100, in line with attempting to meet the increased cost of living and to retain as many good teachers as possible in the teaching profession. J. Leslie Cutler is superintendent.

Educational Films

IN view of the increasing number of educational films being released each month, social science teachers, vocational teachers, in fact teachers of practically every grade and subject, will find helpful in their work the up-to-date, carefully appraised and selected list of educational films presented each month in *School Management Magazine*.

Approximately 20 films are reviewed and appraised for the magazine by a committee of subject-matter specialists under the chairmanship of Etta Schneider.

School Management is published at 52 Vanderbilt Avenue, New York City; Lucile D. Kirk is editor. The magazine has several California advisory editors,— John T. Cate, assistant superintendent in charge of business affairs, Glendale, and past president, National Association of Public School Business Officials; Grayson N. Kefauver, dean, School of Education, Stanford University; Richard J. Neutra, AIA, consultant, National Youth Administration, Los Angeles.

* * *

The Schools and Current Trends is the title of a 65-page, mimeographed handbook issued by Indiana State Teachers Association Research Service, B. V. Bechdolt, director, 240 Hotel Lincoln, Indianapolis.

Dealing with legislation, teachers salaries, living costs, salaries and income of other groups, it presents many important basic facts. Californians interested in these fields will find much material of help in the admirable Indiana handbook.

* * *

Wartime Morale

EXPLORING the Wartime Morale of High-School Youth, by Lee J. Cronbach, State College, Pullman, Washington, is Applied Psychology. Monograph 1, published for American Association for Applied Psychology, by Stanford University Press; price \$1.25.

H. S. Conrad, Institute of Child Welfare, University of California, Berkeley, is editor of the new series. Cronbach's interesting study comprises 80 pages including bibliography; the summary and implications for future studies are of particular interest.

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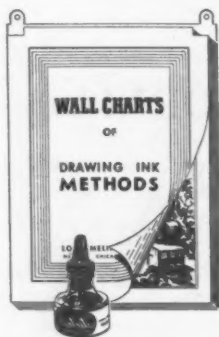
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Mills Center

Training Center for Exchange Teachers to South America

TEACHERS and students hoping to go to a Latin-American country for a year or more of exchange work will be interested in knowing that a special training-course has been set up for this summer, June 28 to August 7, at Mills College, under the guidance of the Federal Government.

Organized in conjunction with the already well-known Casa Pan-Americana, the new training center is called The English Language Institute, and concerns itself entirely with special problems and methods of teaching English to Spanish and Portuguese teachers and students, since these people usually are asked to teach English when they are granted exchange scholarships or exchange teaching positions in Latin-American countries. Many of these exchanges are arranged each year through the Federal Government.

Full information may be obtained by writing: English Language Institute, Casa Pan-America, Mills College, Oakland. Dr. John H. Furbay is general director of the summer session.

* * *

Radio Institute

A NEW type of radio training, combining both classroom study and practical work, will be offered this summer with the opening of the Stanford-KPO Radio Institute.

The institute, opening on June 17 for 100 selected students, is to be given co-operatively by the University and National Broadcasting Company. The Stanford campus and the KPO studios in San Francisco will be used as laboratories. Stanford faculty members and KPO staff-men will be instructors.

During the 8-week session, courses in radio writing, producing, acting, announcing, public service, and controlroom operation are to be taught.

Special students will be accepted for the radio institute and the course may be taken with or without university credit. Men and women are eligible; there is no age limit; high school graduation or its equivalent is required. Those in teacher-training may also take the courses.

The practical training given with classroom study will make it possible for students to move directly into the radio business without the delay of "breaking in."

Other People's Children, by Peckham, illustrated by Imhoff, is a felicitous story for young people, telling especially of nursery-school experiences; published by Thomas Nelson & Sons, 385 Madison Avenue, New York City; 200 pages, price \$2. It is of interest to nursery-school and kindergarten-primary teachers, as well as to youth.

* * *

Valorous Duty

MRS. Ida May Burkett, principal, Sunshine School, San Diego, and Minnie G. Divoll, recent graduate of San Diego State College, are featured by San Diego Tribune-Sun (Edward T. Austin, editor) in telling "why they stick to classrooms amid war turmoil." Limitations of space forbid reproduction of the 3-column feature-article here, but we quote briefly from Mrs. Burkett:

"To choose to remain a teacher when more glamorous opportunities beckon—as they do in wartime—takes courage," she said. "It requires, too, an evaluation of the importance of teaching as a profession.

"To be satisfied with her work, a teacher must have faith in youth and a good measure of optimism."

School Transportation in Wartime, a handbook prepared for and approved by National Council of Chief State School Officers, is a paper-bound illustrated pamphlet of 112 pages, published by American Automobile Association; price 50c; copies may be purchased from that association at Mills Building, Washington, D. C., or National Education Association, 1201 Sixteenth Street, NW, Washington, D. C.

School Business Management, official publication of California Association of Public School Business Officials, a quarterly now in its 9th volume, is edited by L. L. Cunningham, 1425 San Pedro Street, Los Angeles. A recent issue of 20 pages has many interesting and helpful articles. President of the Association is John D. Berger of Piedmont.

Toward Democratic Living at School—This 31-page bulletin clarifies by definition as well as by illustration the meaning of democracy. It helps teachers to become more alert to school situations in which children may learn, through experience, the real meaning of living democratically.

Published by Association for Childhood Education, 1201-16th Street NW, Washington, D. C.; price 35c.

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International Relations

THE annual 10-day Institutes of International Relations, one at Mills College June 27 to July 7, the other at Whittier College July 7 to 17, are open to all persons interested in world questions. These Institutes in recent years have attracted mainly teachers, students, and representatives of women's clubs.

STUDY THIS SUMMER IN GREEN OREGON

Streamlined schedules at Oregon's six institutions provide a full quarter's work in 11 weeks. Two sessions—each of 5½ weeks.

SUMMER SESSIONS

UNIVERSITY OF OREGON, Eugene, June 12 to August 27 . . . OREGON STATE COLLEGE, Corvallis, June 14 to August 27 . . . PORTLAND SUMMER SESSIONS, June 14 to August 27 . . . COLLEGES OF EDUCATION at Monmouth, Ashland and La Grande, June 7 to August 20.

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Current and post-war problems in Europe, the Far East, and South America are discussed in lectures, round-tables, and informal discussions by experts from many countries. The Institutes this year emphasize how events during the war may shape, to a considerable extent, the postwar world.

The following will be at both Institutes:

Bertram Pickard, English correspondent who lived in Geneva, Switzerland, 1920-40. He will come directly from Washington, D. C., where for the last year and a half he has been in close contact with individuals and groups engaged in postwar planning.



Peter Drucker

Peter Drucker, Austrian economist, well-known for his books and Harper's articles.

Arthur Morgan, formerly president of Antioch College and chairman of TVA. His latest book is *The Small Community*.

A. J. Muste, executive secretary of Fellowship of Reconciliation and author of *Non-Violence in an*

Aggressive World.

Howard Thurman, dean of the Chapel at Howard University.

Haridas Muzumdar, Hindese scholar, biographer of Gandhi, and author of *The United Nations of the World*.

German Arciniegas, former Minister of Education in Colombia and at present visiting professor under Hispanic Institute of the U. S.

In addition to these, Whittier Institute will have Hugh Macbeth of Liberia, Father Ligutti of Catholic rural life conference, and Y. C. Chen of National University of Peking. Mills Institute has a number of additional speakers also: Martin Hall, a free-lance journalist, in Europe since 1924, covered the German underground movement 1933-36 for *Manchester Guardian*; Frank Munk, formerly chairman of Czechoslovakia League of Nations Foundation and member Czechoslovakia Commission for economic planning and economic advisory council; Harold Fisher of Stanford University, specialist on Russia; George Hedley, specialist on labor problems; Andre Maurois, de l'Academie Francaise, Captain in the French Army and author of *I Remember, I Remember*; Irwin Abrams, of Stanford University and specialist on postwar problems of relief and physical reconstruction.

Many teachers attend the Institutes to receive 2 or 3 units of college credit.

At Mills this seminar is under the direction of Ruth Franklin, chairman of the curriculum committee for Latin-American civilization and for Pacific relations in San Francisco schools.

Further information may be obtained from Tom Hunt, Mills College, Oakland, or Dan Wilson, Whittier College, Whittier.

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Brief Statement About Narcotics and Their Injury to the Brain, is the title of a timely 16-page illustrated pamphlet issued by Inter-State Narcotic Association, 53 West Jackson Boulevard, Chicago; Mrs. Alice Hyatt Mather, executive secretary.

This bulletin contains much material helpful to California teachers in carrying out the mandates of the California School Code with reference to obligatory lessons in this field.

* * *

Arithmetic Readiness

Two New Pupil-Activity Books Available

TWO new pupil-activity books on arithmetic readiness, containing scientifically-prepared number-work to teach beginners number-concepts, to give them an arithmetic vocabulary, and to provide for mastering the 100 addition and subtraction facts, have been published by Laidlaw Brothers.

Entitled *Arithmetic Readiness*, Part 1 and Part 2, these books aim to fulfill a long-existing need for new and attractive material that helps to get children off to a sound confident start in arithmetic. Authors are Lennes, Rogers, and Traver.

The new books are attractively illustrated by Milo Winter, many of the pictures being delightful Mother Goose characters, which children of the first and second grades so thoroughly enjoy.

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Summer in Mexico

NATIONAL University of Mexico Summer School for foreign students holds its 3rd annual session, June 28-August 10; registration occurs June 14-June 26.

Many California schoolpeople, as well as teachers from all parts of the United States, in other years have attended this fine inspiring summer school in Mexico City. Because of the present world war the session this summer is of particular interest and value.

It offers men and women of all callings an ideal summer in a beautiful country they will never forget. Many courses are given in English by leaders in Mexican thought. The sight-seeing program is of outstanding value.

An attractive illustrated 48-page pamphlet, giving complete information concerning courses, housing, travel arrangements and other details, may be obtained by addressing the Registrar, National University of Mexico Summer School, San Cosme 71, Mexico, D.F.

* * *

Physical Sciences


THE essentials of astronomy, geology, physics, and chemistry are taught in this up-to-date text for high school courses in the physical sciences.

The authors, well-known California schoolmen, are — George S. Eby and Herbert E. Welch, both of Stockton Junior College; Charles L. Waugh, Richmond Union High School; and Major Burdette H. Buckingham, Signal Corps, Army of the United States.

Of special interest is the unusually full, clear treatment of meteorology. Chapter 5 is entirely concerned with weather and climate, including information about clouds, air currents, weather forecasting, barometer, altimeter, rainfall, zones and seasons.

The textbook is written in simple, understandable style, with logical sequences and with the several parts well-balanced. It has been tested in the classroom under supervision of the authors.

This large-format book of nearly 500 pages is issued by Ginn and Company, Statler Building, Boston, price \$2.28.





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but
This BIG Bag
Stayed Home**

More room means more comfort for you when you travel. The less baggage you carry the less space it will occupy. Nowadays, when the transportation of war-workers and military personnel is so vital, it's more important than ever to conserve space. There are other advantages, too, in traveling "light"—less delay, less confusion in handling baggage and less chance of you misplacing your luggage. Here's a tip—when you buy your bus ticket ask for an identification tag; write your name on the tag plainly and attach it to the handle of your bag. It's wise to do this even if you check your bag enroute.

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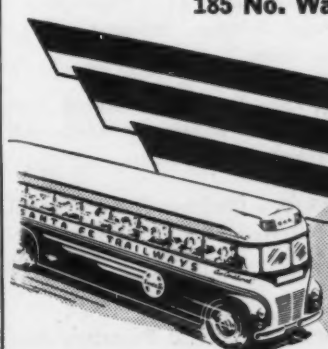





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COMING

April 30-May 3 — Education by Radio; 14th annual conference; auspices Ohio State University. Columbus, Ohio.

May 1 — Western College Association; spring meeting. UCLA, Westwood Hills, Los Angeles.

May 1 — Child Health Day.

May 1 — California Business Educators; annual state convention. Hotel Leamington, Oakland.

May 2-8 — Music Week.

May 3-7 — Institute for Health Education Coordinators, Central Valley Counties. Fresno.

May 4 — Birthday of Horace Mann, Father of Public Education in America.

May 4, 5 — NEA Regional Conference. Palace Hotel, San Francisco.

May 8 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

May 8 — PDK, Xi Chapter; ladies night. Dinner at College of Pacific Dining Hall.

May 9 — Mothers Day.

May 15 — Annual luncheon of Alameda County Educational Association. Hotel Leamington, Oakland.

May 10-14 — California Conference of Social Work; 35th annual meeting. Los Angeles

May 16 — Citizenship Day.

May 20-21 — California Federation of Womens Clubs; state convention. Hotel Californian, Fresno.

May 30 — Memorial Day.

June 14 — Flag Day.

June 16-23 — California Boys State; 7th annual session; auspices American Legion Department of California. Grant Union High School, North Sacramento.

June 21-September 25 — Placer Union High School Summer Semester. Tahoe City, Lake Tahoe.

June 22, 23 — Pacific Advertising Association; Wartime emergency conference. Fairmont Hotel, San Francisco.

June 25-30 — Conference on Schools and War; auspices NEA Dept. Supervision and Curriculum Development. Syracuse University.

June 28, 29 — National Education Association; business meeting of Representative Assembly. Indianapolis.

June 27-July 7 — Institute of International Relations; 9th annual session. Mills College, Oakland.

June 26 and July 16 — Opening dates of 6-week Workshops in Intercultural Education at Harvard and Columbia, respectively.

July 1-14 — Conference; auspices NEA Dept. Supervision and Curriculum Development. University of Wisconsin, Madison.

July 1-12 — League College; auspices National League of Teachers Associations. Indiana University, Bloomington.

July 6-16 — Conference on Elementary Schools in Wartime; joint auspices NEA Elementary School Principals and Teachers College, Columbia University. New York City.

October 12-14 — Wartime Public Health Conference; auspices American Public Health Association. New York City.

November 7-13 — American Education Week.

November 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 25 — Thanksgiving Day

* * *

Activity Films

A Cooperative Film Bureau in Physical Education

FREDERICA Bernhard of University of California, Berkeley, (chairman of visual aids, National Section on Women Athletics of the American Association for Health, Physical Education, and Recreation) heads a motion-picture preview and recommendation committee for physical education activity films.

Members of the committee are Boyd B. Rakestraw and Joseph E. Lateana of University of California extension division, Mrs. Violet Richardson Ward, Berkeley public schools, Mrs. Florence Favler, Alameda public schools, Florence Weeks, Oakland public schools, and Claire Robertson, Albany high school.

Specialists in sports and other physical education activities are invited to assist the committee in technical aspects of the work.

Bay Area high schools and colleges are invited to apply to the committee for a rating of films or for information regarding films.

Wherever possible, arrangements will be made through the Department of Visual Instruction, Extension Division, University of California, to obtain the films recommended by this committee for distribution through the library for rental service.

Miss Bernhard, the national chairman, hopes that other communities of the state will try this cooperative previewing idea for better teaching of physical education.—Violet Richardson-Ward, Berkeley.

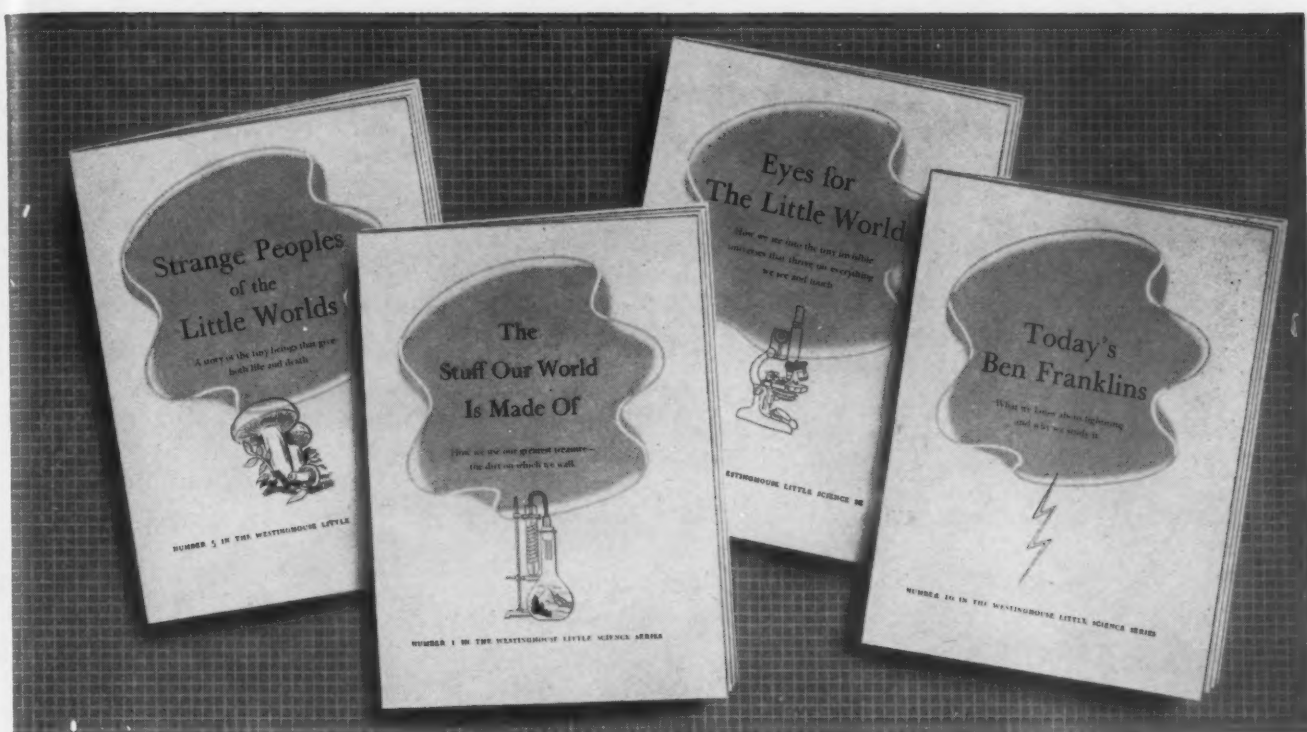
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